



EARLY CHILDHOOD

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 Childhood Phase of the *Health and Physical Education K-10 Scope and Sequence*.



MODULE ONE: BE MORE ACTIVE

Key Understandings	Key Skills
<i>Focus 1: The meaning of physical activity.</i>	
<ul style="list-style-type: none">Physical activity is something that makes you 'huff and puff' and keeps you healthy.The lungs, heart, brain, kidneys, muscles and bones all have a function in physical activity.Some physical activities are less strenuous than others.	<ul style="list-style-type: none">Identify physical activities that make you 'huff and puff'.
<i>Focus 2: The effects of physical activity on your body.</i>	
<ul style="list-style-type: none">Physical activity has a role in maintaining health.Physical activity increases body temperature, heart rate and breathing rate.Physical activity improves social and emotional wellbeing.	<ul style="list-style-type: none">Communicate the effects that physical activity has on your body.
<i>Focus 3: Choosing physical activities.</i>	
<ul style="list-style-type: none">Physical activity can take place in a range of places.There are ways to increase physical activity at school and at home.Several steps are required to reach a short-term goal of increasing one's physical activity.	<ul style="list-style-type: none">Monitor your daily physical activity level.Set short-term goals to be more physically active.Plan strategies to achieve these short-term goals.Consider factors that influence short-term goals.

MODULE TWO: DRINK WATER

Key Understandings	Key Skills
<i>Focus 1: Why you need to drink water.</i>	
<ul style="list-style-type: none">Water is needed for your body to function as most of your body is made up of water.Drinking water regularly improves your health.Drinking water regularly is needed to balance what you lose from sweating, breathing and going to the toilet.	<ul style="list-style-type: none">Describe your feelings about times when you have been thirsty.Monitor your daily water intake.
<i>Focus 2: Choose water instead of other drinks.</i>	
<ul style="list-style-type: none">Healthy people drink water regularly.Soft drinks and juices contain lots of sugar and reducing their consumption is a healthy option.There are healthier alternatives to these products.	<ul style="list-style-type: none">Monitor the sugar content of the drinks you consumed recently.Identify positive and negative consequences of drinking soft drink and juice regularly.Seek help from family and friends on how to choose healthy drinks.



MODULE THREE: EAT HEALTHY FOOD

Key Understandings	Key Skills
<i>Focus 1: Why your body needs healthy food.</i>	
<ul style="list-style-type: none">Your body needs healthy food to function properly and prevent disease.Healthy food is the correct fuel your body needs to function at its best.Healthy food is 'every day' food. Not so healthy food is 'sometimes' food.Enjoy a variety of foods every day based on <i>The Australian Guide to Healthy Eating</i>.	<ul style="list-style-type: none">Share your opinions about why it is important to eat healthy food.Identify consequences of always eating 'sometimes' (not so healthy) food.
<i>Focus 2: Eat a variety of foods every day.</i>	
<ul style="list-style-type: none">Healthy people enjoy a wide variety of nutritious foods. This includes bread, cereals, rice, pasta, noodles, vegetables, legumes, fruit, milk, yoghurt, cheese, lean meat, fish, poultry, eggs and nuts which need to be eaten in different amounts each day.Each of these food groups works together as a team to create a balanced, nutritious diet.	<ul style="list-style-type: none">Monitor your diet in terms of the <i>The Australian Guide to Healthy Eating</i>.Share your opinions about eating healthy foods.Identify and classify healthy foods into food groups.
<i>Focus 3: Preparing healthy food.</i>	
<ul style="list-style-type: none">There are many stages involved in preparing food to eat - purchasing, preparation, cooking, cleaning up and eating.Food choices are influenced by factors such as culture, budget, time and skills.	<ul style="list-style-type: none">Prepare and cook healthy food.Identify the factors that help you make healthy food choices.

MODULE FOUR: BEAT DISEASE

Key Understandings	Key Skills
<i>Focus: Healthy lifestyle choices can help you prevent disease.</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 regular physical activity, drinking water and eating a healthy diet.	<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.



OVERVIEW OF EARLY CHILDHOOD 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">• 'Huff and puff' describes physical activity.• Physical activity optimises personal health.• Healthy people engage in regular physical activity. <p>Growth and development</p> <ul style="list-style-type: none">• There are personal actions that can increase your physical activity levels and promote health.• The lungs, heart, brain, kidneys, muscles and bones all have a function in physical activity. <p>Physical, social and emotional wellbeing</p> <ul style="list-style-type: none">• Physical activity improves social and emotional wellbeing.• Your actions can encourage friends and family to engage in physical activity. <p>Resources and consumer skills</p> <ul style="list-style-type: none">• There are people and equipment in the community that can help keep others physically active.	<p>Communicating</p> <ul style="list-style-type: none">• Expressing opinions about physical activity. <p>Building and nurturing relationships</p> <ul style="list-style-type: none">• Showing care and concern during games and discussions. <p>Cooperating and collaborating in groups</p> <ul style="list-style-type: none">• Using strategies to follow instructions to work with others.	<p>Managing emotions</p> <ul style="list-style-type: none">• Identifying positive consequences of being physically active and the negative consequences of being sedentary. <p>Reviewing the situation</p> <ul style="list-style-type: none">• Taking responsibility for regular physical activity.• Monitoring your daily physical activity. <p>Planning before deciding</p> <ul style="list-style-type: none">• Identifying options in relation to the physical activities you can undertake.• Considering factors that influence short-term goals to become more physically active. <p>Deciding and acting</p> <ul style="list-style-type: none">• Choosing a short-term goal to be more physically active and reflecting on your progress.



FOCUS 1: THE MEANING OF PHYSICAL ACTIVITY

Key Understandings

- Physical activity is something that makes you 'huff and puff' and keeps you healthy.
- The lungs, heart, brain, kidneys, muscles and bones all have a function in physical activity.
- Some physical activities are less strenuous than others.

Key Skills

- Identify physical activities that make you 'huff and puff'.

Teacher Notes	Activities
<p>Preparation: Photocopy Guidesheet 1: <i>Activities you do at school and activities you do after school</i>, one for each student.</p>	<p><i>Introduce the topic by discussing activities students participate in at school.</i></p> <p>Using Part A of Guidesheet 1, draw some of the activities you do at school.</p>
<p>Preparation: Part B of Guidesheet 1.</p> <p>Content: Physical activities that use many body parts are the ones that keep you healthy. Activities that don't use many body parts e.g. watching too much TV can make you unhealthy.</p>	<p><i>Discuss the activities students participate in after school.</i></p> <ol style="list-style-type: none"> 1. Using Part B of Guidesheet 1, draw some of the activities you do after school. 2. Place your drawings on a board/wall under an appropriate heading created by the teacher i.e. activities that use many body parts or activities that don't use many body parts. 3. Put a star next to the ones that make you 'huff and puff'.
<p>Preparation: A text about parts of the human body e.g. <i>From Head to Toe</i> by Carle. Printout Guidesheet 2: <i>Physical activity and my body parts</i> in A3 colour. Laminate if possible.</p> <p>Content:</p> <ol style="list-style-type: none"> 1. Heart – pumps blood around your body. 2. Muscles and skeleton – hold up your body. 3. Arteries and veins – water pipes for your blood. 4. Lungs - brings fresh air into the body and removes waste air. 	<p><i>Read about the parts of the human body. Encourage students to share stories about what they think each organ or body part does.</i></p> <ol style="list-style-type: none"> 1. Work with a partner to point to and name the body parts mentioned in the reading. 2. Look at Guidesheet 2. With a partner point to each organ or body part and describe what you think it does during physical activity. 3. Suggest names for each body part and record them on the board e.g. Berty Brain, Helen Heart. Vote for your favourite name with votes recorded as a tally or graph. Label the organs with their new names.
<p>Preparation: Laminated Guidesheet 2: <i>Physical activity and my body parts</i> from previous activity and photocopy Guidesheet 3: <i>Body parts bingo</i>, one for each student.</p> <p>6 coloured counters for each student.</p>	<p><i>Organise a game of body parts bingo (Note: This could also be conducted using a local language).</i></p> <ol style="list-style-type: none"> 1. Using the pictures from Guidesheet 2, draw small pictures of each of the 6 body parts in each square on your bingo sheet. 2. Using coloured counters, play a game of body parts bingo.



ADDITIONAL HEALTH PROMOTING SCHOOL STRATEGIES

- Students write an article for the school newsletter to explain their involvement in *Take the Challenge*.
- Students ask their family members what physical activity they enjoy doing individually and as a family and report back to the class.
- Invite the school nurse to class to talk about the functions of various organs.

EXTENSION ACTIVITIES

The Arts Visual Arts Processes	English Writing
Create a poster of the body and colour the organs using a range of mediums – collage, finger paint etc. Discuss artwork with group (see Guidesheet 2 for examples).	Write own words/sentences about what your family does on the weekend. Complete unfinished sentences: e.g. My family's favourite physical activity is...
Mathematics Measurement	Society and Environment Time, Continuity and Change
Estimate and then measure how long a walk around the school will take. Discuss reasons for differences in time such as size and speed of steps, size of legs.	Discuss how the physical activities your families have done in the past can affect your own choice of physical activities.

SUPPLEMENTARY RESOURCES

- *The Magic School Bus: Inside the Human Body* by Joanna Cole (available as book and DVD).



FOCUS 2: THE EFFECTS OF PHYSICAL ACTIVITY ON YOUR BODY

Key Understandings

- Physical activity has a role in maintaining health.
- Physical activity increases body temperature, heart rate and breathing rate.
- Physical activity improves social and emotional wellbeing.

Key Skills

- Communicate the effects that physical activity has on your body.

Teacher Notes	Activities
<p>Preparation: Photocopy Guidesheet 4: <i>You and your body</i>, one for each student.</p> <p>Kid Pix or pictures / photos to represent feelings.</p> <p>Content: The physical, emotional and social benefits of regular physical activity e.g. strong lungs, strong muscles, healthy heart, a feeling of wellbeing and belonging, having fun, being with and making friends, being hot and sweaty. The effects of being inactive e.g. not being fit and strong, not being able to do all the things you want to do, getting sick, putting on weight, being bored and having less friends.</p>	<ol style="list-style-type: none"> 1. In a group brainstorm share your ideas about the benefits of regular physical activity. 2. In a pair-share activity, discuss the unhealthy effects of being inactive. 3. Before participating in physical activities as part of <i>Take the Challenge</i>, share with a partner how you feel about your body. Use Guidesheet 4. 4. After participating in some physical activities, share with a partner what may have changed in your body and how you now feel. 5. Think about the physical and mental changes you noticed and choose the right word or draw pictures to illustrate: <ul style="list-style-type: none"> o A 'before' physical activity feeling. o An 'after' physical activity feeling.
<p>Preparation: Write the following sentence starters on a whiteboard or chart:</p> <ul style="list-style-type: none"> o I feel hot because ... o I huff and puff because ... o My heart beats faster because ... o Playing active games is fun because.... 	<ol style="list-style-type: none"> 1. Talk about some of the changes you can see and feel when you participate in <i>Take the Challenge</i>. 2. Write about these changes using the sentence starters given to you by the teacher.

ADDITIONAL HEALTH PROMOTING SCHOOL STRATEGIES

- Invite the school nurse or the health and physical education teacher to class to explain the effects of physical activity on your body.

EXTENSION ACTIVITIES

Mathematics	English
<p>Chance and Data</p> <p>Collect heartbeat rates before and after physical activity. Graph class findings. Interpret data.</p>	<p>Writing</p> <p>Write opposite words such as: 'cold'/'sweaty', 'wet'/'dry', 'tired'/'energised', 'slow'/'fast', 'sad'/'happy' choosing a font that also represents the meaning of these words e.g. 'sweaty' could have beads of sweat dripping from the word.</p>
	<p>Reading</p> <p>Read a text that focuses on opposites.</p>



FOCUS 3: CHOOSING PHYSICAL ACTIVITIES

Key Understandings

- Physical activity can take place in a range of places.
- There are ways to increase physical activity at school and at home.
- Several steps are required to reach a short-term goal of increasing one's physical activity.

Key Skills

- Monitor your daily physical activity level.
- Set short-term goals to be more physically active.
- Plan strategies to achieve these short-term goals.
- Consider factors that influence short-term goals.

Teacher Notes	Activities
<p>Preparation: Poster-sized paper to create big books.</p>	<p><i>Facilitate the creation of a big book of places where students can participate in physical activity in their community.</i></p> <ol style="list-style-type: none">1. Paint/draw a picture of one place in your community where you can participate in physical activity.2. Label illustrations and display allowing sufficient space for voting underneath each painting.3. Vote by drawing a smiley face symbol with a highlighter next to your favourite place.
<p>Content: Remind students of the <i>Take the Challenge</i> incentives;</p> <p>i.e. 1 sticker = 15 minutes of physical activity.</p>	<ol style="list-style-type: none">1. With your teacher's help, add up the total time (in minutes), you spend on physical activity during <i>Take the Challenge</i>.2. Work out how many <i>Take the Challenge</i> stickers your class earns in one day.
<p>Preparation: Large sheets of paper prepared for pictographs.</p> <p>Content: New activities could include: yoga, frisbee, old-time dancing, elastics or egg and spoon races.</p>	<ol style="list-style-type: none">1. Try some new physical activities in <i>Take the Challenge</i>.2. What are the most popular activities?3. Construct a pictograph to display the results.4. Work out how many <i>Take the Challenge</i> stickers you can add to your class map.



ADDITIONAL HEALTH PROMOTING SCHOOL STRATEGIES

- Invite people responsible for community recreation facilities to talk to the class about what they do to keep the community active. Discuss who makes decisions in the community about sporting and recreational activities and facilities. List a range of new facilities that students would like council/school/service clubs to provide (*S&E - Natural and Social Systems*).
- Ask, invite or arrange for students to share their family's favourite place in the community to be active. Students should draw a picture of this place and bring this to school to be collated into a big picture book.
- Ask students to keep a record of the amount of physical activity they do after school and on the weekends. Add up in minutes and bring information back to school each day.

EXTENSION ACTIVITIES

The Arts	English
Visual Arts Processes	Writing

Illustrate areas in the community where people enjoy being physically active.

Write about your family's favourite place in the community to be active.

Society and Environment
Place and Space

Map places where people play sport. Place a map of the town / community on the wall. Put a coloured sticker near favourite physical activity places. Code the stickers to a key/legend.

SUPPLEMENTARY RESOURCES

- Physical activity for children. A site containing physical activity ideas that relate to specific learning areas. Each activity can be adapted for various levels. See URL: <http://www.cyh.com> (Look for health topics and kids).
- Smart Moves - Physical activity ideas. See URL: <http://education.qld.gov.au> (Look for schools and then smart moves activities).
- The Australian Institute of Sport and the WA Department of Education have similar resources.
- Jump Rope for Heart activities. See URL: <http://www.heartfoundation.org.au/jumpropeforheart>
- Games for Indigenous children – Australian Institute of Sport (AIS). See URL: <http://www.ausport.gov.au/participating/indigenous>
- WA Department of Education Fundamental Movement Skills K-3. See URL: <http://www.det.wa.edu.au/> and search for physical activity in the educators section and then fundamental movement skills K-3 section.



OVERVIEW OF EARLY CHILDHOOD 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 water regularly. <p>Growth and development</p> <ul style="list-style-type: none">• There are personal actions that can increase how much water you drink each day.• Your brain, muscles and blood are mostly water.• Water plays a role in almost all body functions. <p>Ways to keep healthier and safer</p> <ul style="list-style-type: none">• Reducing the consumption of juices 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">• There are people in the community who ensure your drinking water is safe.• Juices and soft drinks are expensive and not as healthy as water.• There are healthier options to these products.	<p>Communicating</p> <ul style="list-style-type: none">• Expressing opinions about drinking water and other drinks. <p>Building and nurturing relationships</p> <ul style="list-style-type: none">• Showing care and concern during games and discussions. <p>Cooperating and collaborating in groups</p> <ul style="list-style-type: none">• Using strategies to follow instructions to work with others.	<p>Monitoring</p> <ul style="list-style-type: none">• Monitoring your water intake.• Monitoring the sugar intake of the drinks you consumed recently. <p>Reviewing the situation</p> <ul style="list-style-type: none">• Taking responsibility to drink more water.• Identifying the positive and negative consequences to drinking soft drink and juice regularly.• Identifying ways to seek help from family and friends to drink more water or choose healthier alternatives. <p>Planning before deciding</p> <ul style="list-style-type: none">• Identifying more than one option in relation to alternatives to juices and soft drinks.



FOCUS 1: WHY YOU NEED TO DRINK WATER

Key Understandings

- Water is needed for your body to function as most of your body is made up of water.
- Drinking water regularly improves your health.
- Drinking water regularly is needed to balance what you lose from sweating, breathing and going to the toilet.

Key Skills

- Describe your feeling about times when you have been thirsty.
- Monitor your daily water intake.

Teacher Notes	Activities
<p>Preparation: A selection of flowers, including garden flowers and natives, plus vases or bottles.</p> <p>Content: Explain that some native flowers left out of water survive better than imported flowers as they have adapted over millions of years to survive Australian dry climates.</p>	<p><i>Introduce topic by explaining that all living things i.e. plants, animals and humans need water to survive.</i></p> <ol style="list-style-type: none">1. Collect some flowers and place them in a vase of water for one day.2. Observe the changes and discuss the results.
<p>Preparation: A text on taking care of a pet e.g. <i>Let's Take Care Of Our New Cat</i>, by Curto and Roca.</p> <p>Content: Even getting a little bit thirsty (or dehydrated) can cause the brain not to work properly and you feel tired and can't concentrate. You need to drink water every day not just on hot days or when you are thirsty. You should drink before, during and after physical activity.</p>	<p><i>Find out how many students have pets. Ask them to share how they look after their pets. Then read the story.</i></p> <ol style="list-style-type: none">1. Discuss the questions/issues arising from the story.2. On a sheet of paper, list the reasons why you think humans need to drink water and share these with your class.3. Share with a partner what makes you feel thirsty.4. When does this occur? Why?
<p>Preparation: Photocopy Guidesheet 5: <i>Water and your body</i>, one for each student. 4 glasses or bottles.</p> <p>Content: Pour water into 4 glasses so that the students can see what is meant by the fractions:</p> <ul style="list-style-type: none">o A $\frac{1}{2}$ of a full glass of watero A $\frac{2}{3}$ of a full glass of watero A $\frac{3}{4}$ of a full glass of water ando A full glass of water. <p>Water content of the body:</p> <ul style="list-style-type: none">• $\frac{2}{3}$ of your body is made up of water• $\frac{3}{4}$ of your blood is made up of water• $\frac{3}{4}$ of your brain is made up of water• $\frac{3}{4}$ of your muscles are made up of water.	<p><i>Introduce the idea that there is a lot of water in our body:</i></p> <ol style="list-style-type: none">1. Discuss in groups what is meant by these fractions $\frac{1}{2}$, $\frac{2}{3}$ and $\frac{3}{4}$.2. Using Guidesheet 5, guess how much water there is in certain parts of your body.3. Colour in pie graphs to show the amount of water in each of the parts of your body discussed in class.



ADDITIONAL HEALTH PROMOTING SCHOOL STRATEGIES

- Invite your school nurse or a nutritionist to the class to talk about why the body needs water.

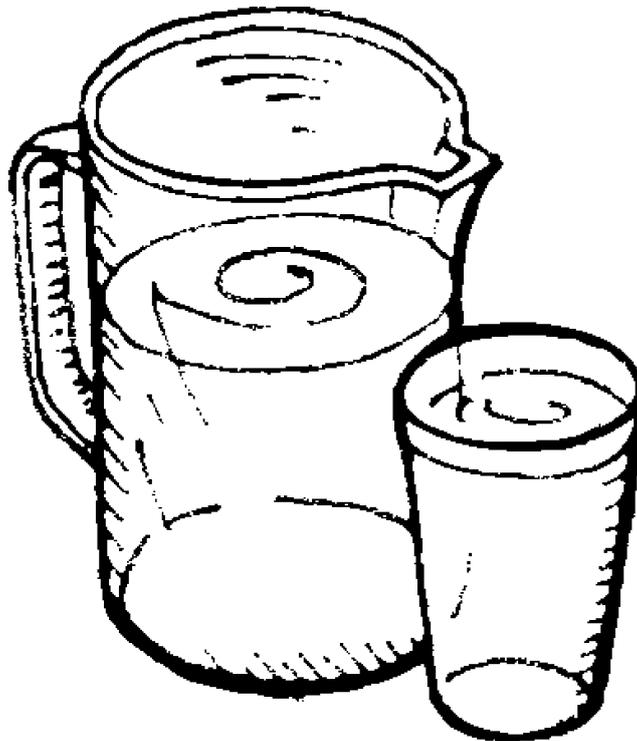
EXTENSION ACTIVITIES

Science	English
Life and Living	Writing
Living things need water and they often store water in their roots, stems or fruit. Juice a range of fruits and vegetables and observe which fruits/vegetables yield the most water/liquid. What fruit/vegetable stored the most water? Is water stored mostly in roots, stems, leaves or fruit?	Complete unfinished sentences: E.g. I feel thirsty when... Create a vocabulary list of words to describe water e.g. clean, cool, refreshing, moist.

Technology and Enterprise
Technology Process
Make a large poster in groups to represent the information from Guidesheet 5. Display posters around the school near water coolers.

SUPPLEMENTARY RESOURCES

- *Just For You! I Hate To Be Sick*, by Bermiss and Wilson-Max. Can be linked to feeling thirsty and how not drinking enough can make you feel sick.



FOCUS 2: CHOOSE WATER INSTEAD OF OTHER DRINKS

Key Understandings

- Healthy people drink water regularly.
- Soft drinks and juices contain lots of sugar and reducing their consumption is a healthy option.
- There are healthier alternatives to these products.

Key Skills

- Monitor the sugar content of the drinks you consumed recently.
- Identify positive and negative consequences of drinking soft drink and juice regularly.
- Seek help from family and friends on how to choose healthy drinks.

Teacher Notes	Activities
<p>Preparation: Invite a dental therapist, dentist, school nurse or nutritionist to talk about the effects of drinking drinks with high levels of sugar.</p> <p>Content: Drinks that contain high levels of sugar can dehydrate your body. Your body needs extra water to process them. Sugar also causes tooth decay and makes you too full to eat healthy food. Tap water contains no sugar so is a healthy choice.</p>	<p><i>Prepare questions you can ask the guest speaker about the effect that drinks with high levels of sugar have on your body.</i></p>
<p>Preparation: Photocopy Guidesheet 6: <i>Guided decision-making model</i>, one for each group.</p> <p>Content: Drinks high in sugar content are not 'every day' drinks. Water is the best choice of drink. If water is unavailable choose a healthy alternative e.g. reduced fat milk, fresh fruit milkshakes, soy, small serve 100% fruit juice or plain mineral water.</p>	<ol style="list-style-type: none">1. In groups, use Guidesheet 6 to provide solutions for each scenario.2. Draw or write a postcard telling your family about what you have learnt about the health issues from drinking soft drinks and too much juice.3. Explain to your family why it is important to choose water or other healthy alternatives to drink.



ADDITIONAL HEALTH PROMOTING SCHOOL STRATEGIES

- Survey the number of water coolers and taps in the school and community. Find out who looks after them and ask if they could be made more accessible for small people.
- Find out about your school policy on drinking of water in the classroom.
- Start a Crunch & Sip® policy in your school. Find out more at; URL: <http://www.crunchandsip.com.au/default.aspx>
- Encourage students to ask family members what they think a healthy drink is and discuss their postcard with them.
- Invite a traditional elder to the class to talk about what Indigenous people drank in the old days, how they found and protected their drinking water.

EXTENSION ACTIVITIES

The Arts	Science
Music – Interpreting Music	Natural and Processed Materials

Sing the words of the following song to the tune of *Twinkle Twinkle Little Star*:

*Water is in lots we eat
Water is in lots we drink
Too much cola makes me sick
Even makes me talk too quick
Tell your family what you think
Water is the thing to drink.*

Place a dirty coin in a glass of soft drink overnight. Observe and describe results. Discuss that the high levels of acid in soft drinks have caused the changes. What might this acid do to your teeth?

SUPPLEMENTARY RESOURCES

- Your body needs water. See URL: <http://www.cyh.com> (Look for health topics details - kids).



OVERVIEW OF EARLY CHILDHOOD 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.• Healthy people eat a variety of nutritious foods.• Your body needs healthy food to function properly and prevent diseases.• Healthy food is 'every day' food. Not so healthy food is 'sometimes' food. <p>Growth and development</p> <ul style="list-style-type: none">• There are personal actions that can increase the variety of healthy food in your diet and promote health.• Healthy food is the correct fuel your body needs to function at its best. <p>Ways to keep healthier and safer</p> <ul style="list-style-type: none">• Your actions can encourage friends and family to eat a variety of nutritious foods.• Each of the food groups in <i>The Australian Guide to Healthy Eating</i> work together as a team to create a balanced, nutritious diet. <p>Resources and consumer skills</p> <ul style="list-style-type: none">• There are people in the community who can help keep others healthy.	<p>Communicating</p> <ul style="list-style-type: none">• Expressing opinions about food choices and why it is important to eat healthy food. <p>Building and nurturing relationships</p> <ul style="list-style-type: none">• Showing care and concern during games and discussions. <p>Cooperating and collaborating in groups</p> <ul style="list-style-type: none">• Using strategies to follow instructions to work with others.	<p>Reviewing the situation</p> <ul style="list-style-type: none">• Taking responsibility for your diet.• Identifying consequences of always eating 'sometimes' - unhealthy food. <p>Planning before deciding</p> <ul style="list-style-type: none">• Identifying more than one option in relation to food choices. <p>Deciding and acting</p> <ul style="list-style-type: none">• Monitoring your diet according to the food plate – <i>The Australian Guide to Healthy Eating</i>.• Identifying and classifying foods into food groups.



FOCUS 1: WHY YOUR BODY NEEDS HEALTHY FOOD

Key Understandings

- Your body needs healthy food to function properly and prevent disease.
- Healthy food is the correct fuel your body needs to function at its best.
- Healthy food is 'every day' food. Not so healthy food is 'sometimes' food.
- Enjoy a variety of foods every day based on *The Australian Guide to Healthy Eating*.

Key Skills

- Share your opinions about why it is important to eat healthy food.
- Identify the consequences of always eating 'sometimes' (not so healthy) food.

Teacher Notes	Activities
<p>Preparation: Photocopy Guidesheet 7: <i>Mini project</i>, one for each student.</p> <p>Content: Students should eat healthy food because: it tastes good; it's fun; it helps the body grow; provides energy to play and work and it helps keep the body healthy.</p>	<ol style="list-style-type: none">1. Discuss why you should eat healthy food.2. Mini project – answer the questions in Guidesheet 7 and report your answers back to the class.
<p>Preparation: A text about eating food e.g. <i>The Very Hungry Caterpillar</i>, by Carle.</p> <p>Content: Explain that a caterpillar just eats what it finds and doesn't choose its food carefully like you should.</p>	<p>Read the text <i>The Very Hungry Caterpillar</i>. You need to recount, re-read or retell the story in your own words after the teacher has read it to you. Decide whether the food choices the Caterpillar made were 'healthy' or 'not so healthy'.</p>
<p>Preparation: Photocopy Appendix 1A: <i>The Australian Guide to Healthy Eating</i> and Appendix 1B: <i>The Australian Guide to Healthy Eating template</i>, in A3 format. Selection of food pictures that include a both 'everyday' and 'sometimes' foods.</p> <p>Content: Explain that there are no bad foods, just foods that need to be eaten more often than others and in different amounts. Discuss the terms 'everyday' foods and 'sometimes' foods.</p>	<p><i>Introduce the topic by showing pictures of different types of food.</i></p> <ol style="list-style-type: none">1. Using the pictures provided, find examples of 'everyday' foods and 'sometimes' foods and cut these out.2. Place the pictures of food in the correct position on the food plate.
<p>Preparation: Photocopy Guidesheet 8; one for each student. Set up a small stage in the class for a puppet show. One puppet for each student.</p> <p>Content: Healthy foods give bodies energy to grow, work and play. Eating a variety of foods ensures we don't get bored with our diet and gives students all the nutrients they need to grow, be strong and healthy. Not so healthy food makes students feel tired and sick. Explain how the body reacts to food using puppets. If you feed it 'everyday' healthy food most of the time, it will have energy to do fun things, 'brain power' to concentrate at school and will be less likely to get sick. If you feed it 'sometimes' not so healthy foods most of the time, it will be too tired to learn and play and more likely to get sick.</p>	<p><i>Introduce a puppet (with an appropriate name – e.g. Healthy Hannah). Students will help Hannah make a healthy choice for lunch (examples are given on Guidesheet 8):</i></p> <ol style="list-style-type: none">1. Complete Guidesheet 8.2. Your teacher will put you into groups and you will all have a turn playing with the puppet.3. You can ask the puppet questions about the food we eat e.g.<ul style="list-style-type: none">o What have you eaten today?o What are 'everyday' and 'sometimes' foods?o Why it is important to eat a variety of food?4. Show how your puppet reacts when 'eating' a lunch that includes 'everyday' food and then 'sometimes' food.



ADDITIONAL HEALTH PROMOTING SCHOOL STRATEGIES

- Find examples of healthy food at the school canteen or local shop.
- Have students draw pictures of what they ate for dinner that night and place this into the 'everyday' and 'sometimes' food categories. Students bring to school and discuss in class the following day.
- Invite a guest speaker e.g. school nurse or nutritionist, to talk about how healthy food helps the body grow and develop.

EXTENSION ACTIVITIES

<h3>The Arts</h3> <p>Visual Arts Processes</p>	<h3>English</h3> <p>Writing and Reading</p>
<p>Create new class big books like <i>The Very Hungry Caterpillar</i>. Each student takes a day of the week, writes the text for this day and draws an 'everyday' healthy food that would make the caterpillar strong and healthy.</p>	<p>As a class, create an acrostic poem using the word 'nutrition'. Use words that are used for weekly phonics or a weekly word list.</p> <p>Collate the big books from the Arts activity and conduct a shared reading or students read them in small groups.</p>
<h3>Mathematics</h3> <p>Number</p>	<h3>Science</h3> <p>Life and Living</p>
<p>Play snap with a partner using your own sets of cards developed in the T & E activity.</p>	<p>Discuss that all living things need water and healthy food. Plant vegetable seeds in two containers – one containing potting mix, the other in poor quality sand. Water daily. Observe and discuss results.</p>
<h3>Technology and Enterprise</h3> <p>Technology Processes</p>	
<p>Make up 2 sets of 10 snap cards by drawing from one to ten 'every day' healthy foods on each card e.g.</p> <p>card 1 = 1 slice of bread; card 2 = 2 carrots; card 3 = 3 corn cobs etc.</p>	

SUPPLEMENTARY RESOURCES

- Your food. See URL: <http://www.cyh.com> (Look for health topics details - food).
- *Vegetable Glue*, by Susan Chandler. Introduces concept of 'sometimes food'. A little girl eats only cake, and as a result, doesn't get the vegetable glue that holds us together.
- *Eating the Alphabet: Fruits and Vegetables from A to Z*, by Lois Elbert. A colourful picture book, containing fruit and vegetables from around the world. Also teaches the upper case and lower case concept.
- *The Aboriginal and Torres Strait Islander Guide to Healthy Eating* (NT Government): Appendix 1C and on the DVD. Also a useful pamphlet for parent education. See URL: <http://hdl.handle.net/10137/127>.
- *Eat for Health - Dietary Guidelines for ALL Australians* (NHMRC): Appendix 2A and on the DVD. A useful pamphlet to print in part or whole for parent education.
- WA Department of Education Healthy Food and Drink Policy. See URL: <http://www.det.wa.edu.au/healthyfoodanddrink>.



FOCUS 2: EAT A VARIETY OF FOODS EVERY DAY

Key Understandings

- Healthy people eat a variety of food. This includes bread, cereals, rice, pasta, noodles, vegetables, legumes, fruit, milk, yoghurt, cheese, lean meat, fish, poultry, eggs and nuts which need to be eaten in different amounts each day.
- Each of these food groups work together as a team to create a balanced, nutritious diet.

Key Skills

- Monitor your diet in terms of *The Australian Guide to Healthy Eating*.
- Share your opinions about eating healthy foods.
- Identify and classify foods into food groups.

Teacher Notes	Activities
<p>Preparation: Selection of food models such as clean, empty food containers, fruit, vegetables, plastic food models – from each of the five food groups. Five hula-hoops (or an alternative) to represent each of the five food groups. Five labels for each of the food groups. Photocopy Appendix 1A: <i>The Australian Guide to Healthy Eating</i>, one for each student.</p> <p>Content: Revise Appendix 1A: <i>The Australian Guide to Healthy Eating</i>. Explain that each of the five food groups works as part of a team to create a balanced and nutritious diet. Each food group has a role to play in a planning for healthy eating. See Appendix 2A: <i>Eat for Health - Dietary Guidelines for ALL Australians in Australia</i> and 2C: <i>Food groups</i>.</p>	<p><i>Introduce the topic by revising The Australian Guide to Healthy Eating and discuss the relative amounts you should eat from each food group.</i></p> <ol style="list-style-type: none">1. Place a label into each hula-hoop.2. Using the food models, decide in which section of the food plate the food belongs.3. Place the food models into the hula-hoops representing each of the food groups in the food plate.
<p>Preparation: Find a text about trying new foods e.g. <i>Green Eggs and Ham</i>, by Dr. Seuss. Collect a selection of fruit, vegetables and bush tucker for the students to sample and share. Photocopy Guidesheet 9: <i>Tasting new foods</i>, one for each student.</p> <p>Content: Set up a 'have a go' themed day where students are encouraged to try new healthy foods. This could be linked to the 'Crunch&Sip®' program. Ensure students practice good hygiene e.g. wash hands. Be aware of allergies.</p>	<p><i>Introduce the topic by sharing a text like Green Eggs and Ham, by Dr. Seuss.</i></p> <ol style="list-style-type: none">1. Share your favourite foods/meals.2. After listening to the story your teacher read to you, discuss whether it is good to try a food before deciding whether you like it or not.3. Get ready to handle food. What do you need to do?4. Make some patterns with the food you have been given e.g. pictures, faces, rainbows and flowers.5. Explain your 'picture' or 'pattern' in small groups.6. Choose one fruit or vegetable you have never eaten or rarely eaten. Look, smell, feel and then eat it. Describe your reaction(s). Use the questions from Guidesheet 9 to guide your thinking.7. Discuss what you think about when choosing what to eat.



ADDITIONAL HEALTH PROMOTING SCHOOL STRATEGIES

- Have students take home a copy of *The Australian Guide to Healthy Eating* and share the information with their family over mealtime.
- Ask parents to send in a piece of fruit and/or vegetable (could include naturally occurring bush foods or local herbs). Set up a display table and label all foods. Invite other classes and parents to view the display.
- Have family members keep a food diary at home and compare the food eaten to *The Australian Guide to Healthy Eating*.

EXTENSION ACTIVITIES

<p style="text-align: center;">The Arts</p>	<p style="text-align: center;">English</p>
<p style="text-align: center;">Media Processes</p>	<p style="text-align: center;">Reading, Viewing and Writing</p>
<p>Use spatial awareness in placing cut out pictures into your food plate booklet.</p>	<p>Read <i>Bread and Jam for Frances</i>, by Russell Hoban and/or <i>Gregory the Terrible Eater</i>, by Mitchell Sharmat. Students re-tell story in their words.</p>
<p style="text-align: center;">Mathematics</p>	<p style="text-align: center;">Technology and Enterprise</p>
<p style="text-align: center;">Number</p>	<p style="text-align: center;">Technology Processes</p>
<p>Use the food plate to discuss shapes, sectors, fractions and their attributes.</p>	<p>Make a cardboard cube using trial and error and decorate cube with different foods from one food group e.g. breads, cereals, rice, pasta, noodles. Display in the class.</p>



Reference page 123: Appendix 1B - The Australian Guide to Healthy Eating template.



FOCUS 3: PREPARING HEALTHY FOOD

Key Understandings

- There are many stages involved in preparing food to eat – purchasing, preparation, cooking, cleaning up and eating.
- Food choices are influenced by factors such as culture, budget, time and skills.

Key Skills

- Prepare and cook healthy food.
- Identify the factors that help you make healthy food choices.

Teacher Notes	Activities
<p>Preparation: Simple/colourful cookbooks e.g. <i>Kids in the Kitchen</i> cookbook.</p> <p>Supermarket food catalogues.</p> <p>Content: Food selected for a snack should take into consideration: Cultural preferences, availability of food, time, cost, cooking skills and equipment, utensils and ingredients needed. Suitable recipes can be found at the websites listed in Supplementary Resources at the end of this section.</p>	<p><i>Tell students that they will be planning and preparing a healthy snack.</i></p> <ol style="list-style-type: none">1. Brainstorm suitable food ideas or use the recipes from the <i>Kids in the Kitchen</i> cookbook. See if it is possible to include food from the school garden or local bush tucker in the menu.2. Decide whether the snack could include any of the following: pumpkin scones, banana pikelets, vegetable sticks with suitable dips, mini meatballs and tomato sauce and/or mini sandwiches with nutritious fillings.3. Explain why you might or might not choose these foods.4. Decide on final snack. Make a list of the food required plus any other items you will need e.g. paper plates, serviettes.5. Collate this into a class-shopping list. Using supermarket food catalogues and help from teacher, as a class, estimate the costs involved to make the snack.



ADDITIONAL HEALTH PROMOTING SCHOOL STRATEGIES

- Hold a class breakfast and invite parents/community members to attend. Ask students to make up a name for the breakfast. In pairs ask students to design a breakfast menu (ensure that it follows *The Australian Guide to Healthy Eating*), list what they will need to bring. Students may design a menu or colourful place mat.
- During breakfast, students could take parents on a 'learning journey' around their classroom showing them examples of the work they have completed during *Take the Challenge*.
- Promote the breakfast in school newsletter and on school website.
- Invite family members on an excursion in the local area to see what types of bush food is available in the community.

EXTENSION ACTIVITIES

The Arts	English
Visual Arts Processes	Writing

Decorate and laminate paper placemats for a gift for guests.

Create a class big book of your healthy snacks recipes.

Students give oral or write instructions on how to find bush foods.

Mathematics	Society and Environment
Number	Culture

In small groups calculate the cost of hosting a breakfast - how much will the food, drink, serviettes, plates etc cost?

Discuss special foods eaten by different cultures.

Technology and Enterprise	
Technology Processes	

Use digital cameras to record the breakfast for your parents and/or carers event and publish an article in local newspaper. etc.

SUPPLEMENTARY RESOURCES

- *Kids in the Kitchen Cookbook* recipes are available at URL: <http://www.gofor2and5.com.au>.
- *Canteen Cuisine Cookbook*.
See URL: <http://www.waschoolcanteens.org.au> (look for canteen cuisine).
- *Cooking up a storm* – recipes for children to make. See URL: <http://www.cyh.com> (Look for health topics details kids).
- Recipes from Sydney Markets Ltd. All organized alphabetically.
See URL: <http://www.freshforkids.com.au/recipes/recipes.html>.



OVERVIEW OF EARLY CHILDHOOD 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 personal actions such as 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 being physically active and having friends improve 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>Communicating</p> <ul style="list-style-type: none">• Expressing opinions about lifestyle diseases and ways to prevent them. <p>Building and nurturing relationships</p> <ul style="list-style-type: none">• Showing care and concern during games and discussions. <p>Cooperating and collaborating in groups</p> <ul style="list-style-type: none">• Using strategies to follow instructions to work with others.	<p>Reviewing the situation</p> <ul style="list-style-type: none">• Taking responsibility for your lifestyle choices.• Identifying positive and negative consequences of lifestyle choices. <p>Planning before deciding</p> <ul style="list-style-type: none">• Identifying more than one option in relation to healthy lifestyle options you can undertake.



FOCUS: HEALTHY LIFESTYLE CHOICES CAN HELP YOU PREVENT DISEASE

Key Understandings

- Healthy choices can prevent a range of lifestyle diseases such as type 2 diabetes, heart disease and some cancers.
- Important lifestyle choices include regular physical activity, drinking water and eating a healthy diet.

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: A text that introduces the concept of making choices in life e.g. <i>The Three Little Pigs</i>.</p> <p>Content: Explain that the actions and choices you make about your lifestyle and health, have consequences. Sometimes these appear immediately (short term) and sometimes much later in life (long term). Share some examples with students:</p> <ol style="list-style-type: none">1. If you brush your teeth you will have a clean mouth (short term) and you will prevent tooth decay (long term).2. If you choose physical activity over watching TV and playing video games, you will feel great (short term) and prevent diseases such as type 2 diabetes, heart disease and some cancers (long term).	<p>Share 'traditional' texts with the students about making choices e.g. <i>The Three Little Pigs/ Goldilocks and The Three Bears</i>. Discuss how the pigs made different choices when choosing their building materials and the consequences of their decisions. Discuss how Goldilocks made a choice to enter the bears' house, use their chairs, beds and eat their porridge. Re-read, retell and recount the stories and stop at parts where a choice needs to be made.</p> <ol style="list-style-type: none">1. Talk about the choices the characters made in each story and tell us what you would do in the same situation.2. Do you think the actions and choices we make have outcomes or consequences? Share some examples from your life.3. Brainstorm a range of choices you can make to prevent getting sick and write these. Start with this sentence stem: <p><i>I choose to remain healthy by:</i></p> <ol style="list-style-type: none">1. Read the big book: <i>What is Type 2 Diabetes?</i>2. Answer the questions in Guidesheet 10 in oral or written form.3. Complete Guidesheet 11 and use your ideas to create a PowerPoint presentation e.g. How to prevent type 2 diabetes, heart disease or some cancers (or for younger students - How to prevent diseases).4. Arrange with your teacher to set up on a monitor near the classroom door and set on 'repeat' so parents can view the PowerPoint slideshow at drop off/pick up time.
<p>Preparation: Photocopy Guidesheet 10, <i>What is type 2 diabetes?</i> and Guidesheet 11: <i>I know how to beat disease</i>. Big book: <i>What is Type 2 Diabetes?</i></p> <p>Content: Explain that type 2 diabetes is a preventable disease. We need to regularly participate in physical activity and make healthy food choices to avoid this disease. Explain that this disease used to mainly affect adults, but now more children are becoming affected due to not getting enough physical activity, drinking high sugar drinks and eating too many 'sometimes' foods.</p>	



ADDITIONAL HEALTH PROMOTING SCHOOL STRATEGIES

- Students ask family members about the choices they have had to make that may have had big consequences - they may involve work, friendships, moving from one town to another.
- Students invite someone in the community who has type 2 diabetes or heart disease to share with them what they do to stay healthy.
- Identify places in your community where you play sport. Do these places have a drinking fountain? Do they sell healthy food? If they do, write them a letter telling them about what you have been learning and thank them for looking after you and your friends.

EXTENSION ACTIVITIES

The Arts	English
Visual Arts Processes	Viewing and Writing
Create pop stick puppets of a Healthy Croc. In pairs students interview Croc to find out what healthy things he does to help prevent disease. Partner, as Croc's best friend, can suggest a few more ways to keep healthy. Swap roles.	Answer questions after shared reading of <i>What is Type 2 Diabetes?</i>
Mathematics	
Statistical data	

How many people do you know have type 2 diabetes or heart disease? Compare males and females.

SUPPLEMENTARY RESOURCES

- *What is Type 2 Diabetes?* (Big book) – included on the DVD.
- What is diabetes? See URL: <http://www.cyh.com> (Look for health topics details kids).





Banana Freezies

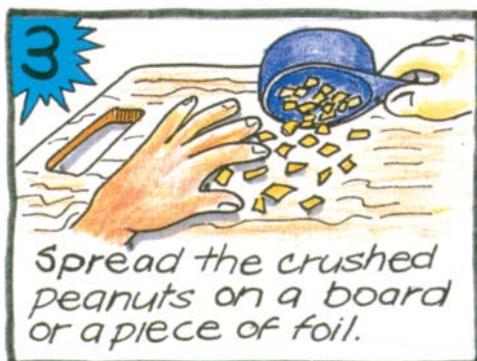
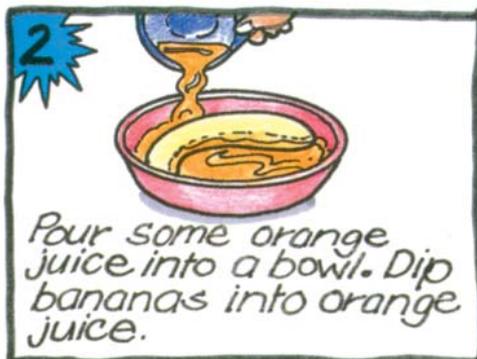
Imagine a crunchy banana ice-cream! Banana Freezies are ice creams that you can make yourself. They are so-o-o-o delicious! Have them waiting for you in your freezer for when you come home from school. Makes 10.

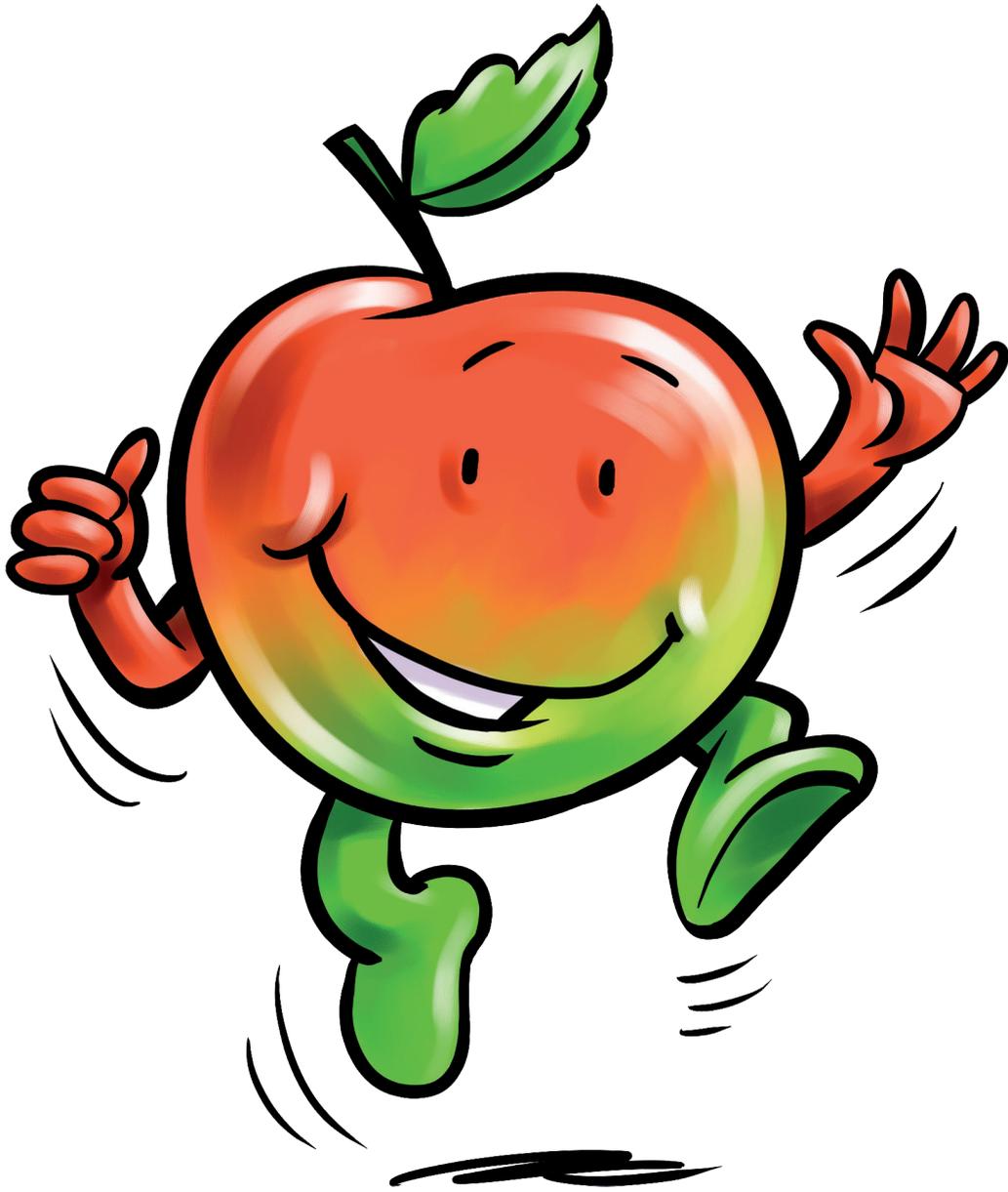
Ingredients

10 bananas (use ripe ones)
¼ cup 100% orange juice
½ cup crushed peanuts

Utensils

Shallow bowl
Measuring Cups
Chopping board or foil
Popsicle sticks (ask Mum or Dad to buy them at the supermarket)





EARLY CHILDHOOD GUIDESHEETS



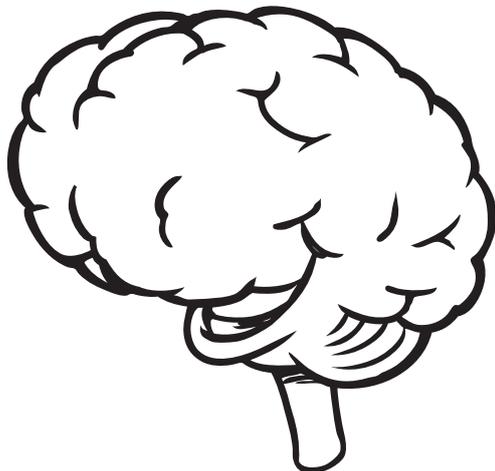
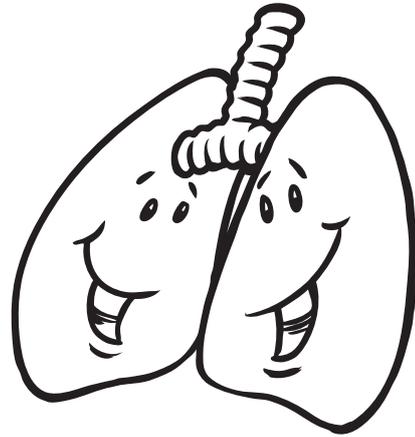
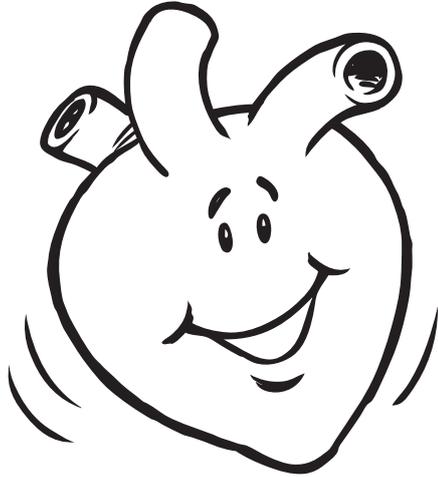


Activities you do at school and activities you do after school

Activities that:	Part A You do at school	Part B After school
Make you sweat and use many body parts.		
Don't make you sweat but use many body parts.		
Don't use many body parts.		



Physical activity and my body parts





Body parts bingo





You and your body

Tell a partner how you feel and what your body is like **BEFORE** physical activity

Is your skin hot/cold?	Is your breathing slow/fast?	Do you feel happy/sad?
Is your skin dry/wet?	Do you feel tired/energetic?	Is your heart beating fast/slow?

Tell a partner how you feel and what your body is like **AFTER** physical activity

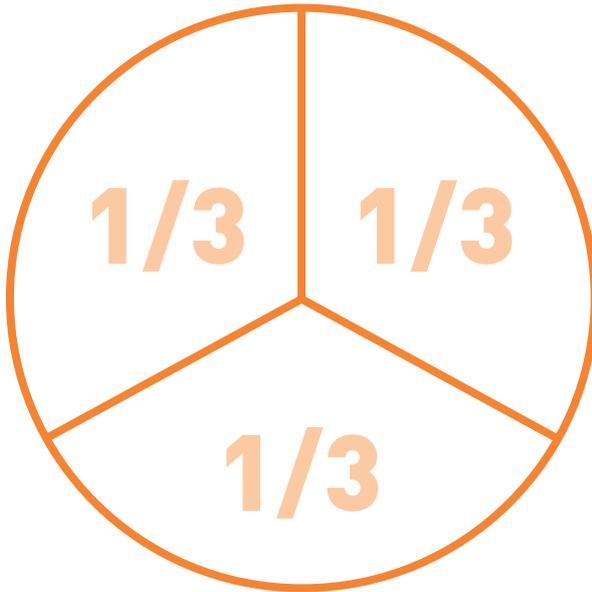
Is your skin hot/cold?	Is your breathing slow/fast?	Do you feel happy/sad?
Is your skin dry/wet?	Do you feel tired/energetic?	Is your heart beating fast/slow?



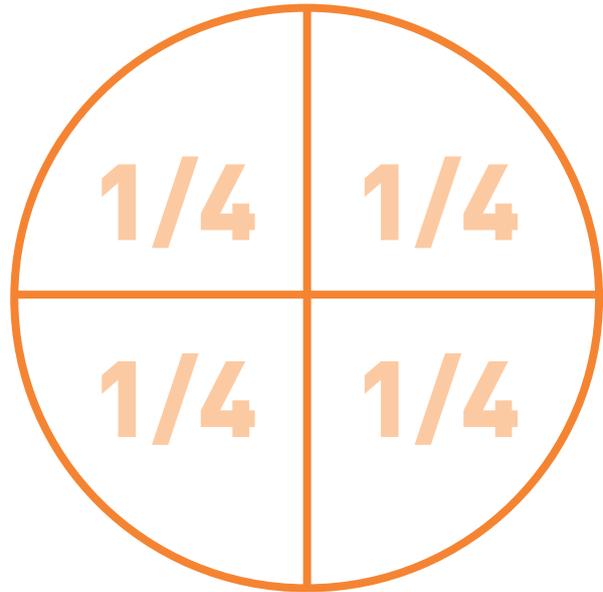


Water and your body

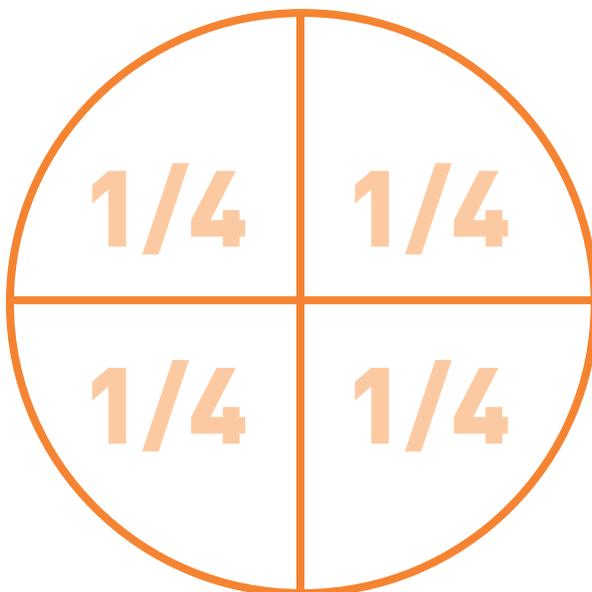
1.
How much of your whole body is made up of water?



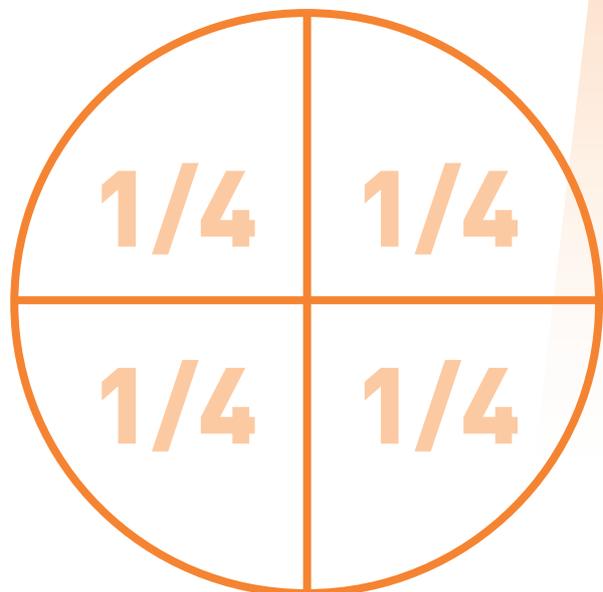
2.
How much of your blood is made up of water?



3.
How much of your brain is made up of water?



4.
How much water is in your muscles?





Guided decision-making model

Case One:

You go to the shops with your friend to buy a drink. A giant sized soft drink is on special and your friend says you should buy it. You know too much sugar is not good for you. What could you do?

Case Two:

You go to your friend's place after school to play. Your friend's Mum offers you a sports drink. You know that children and adolescents shouldn't drink sports drinks because they have too much sugar in them. What could you do?

Case Three:

You are trying to be healthy and drink water every day and just have juice and soft drink for special treats. Your friend tells you that you are dumb and boring for doing this. This hurts your feelings. What could you do?





Guided decision-making model

In groups, use the following steps to solve each scenario.

1. What is the problem? _____

2. What are the choices? _____

3. What are the good things that could happen with each choice? _____

4. What are the bad things that could happen with each choice? _____

5. What would you do? _____



Mini project

1. What special kind of fuel do cars need?

2. What will happen if you put soft drink instead of petrol into the car?

3. You must put the right kind of fuel into your body if you want it to work properly. What will happen if you don't have any fuel (food)?

4. What will happen if you have too much of the wrong fuel (food)?

5. What is the best fuel (food) for your body?

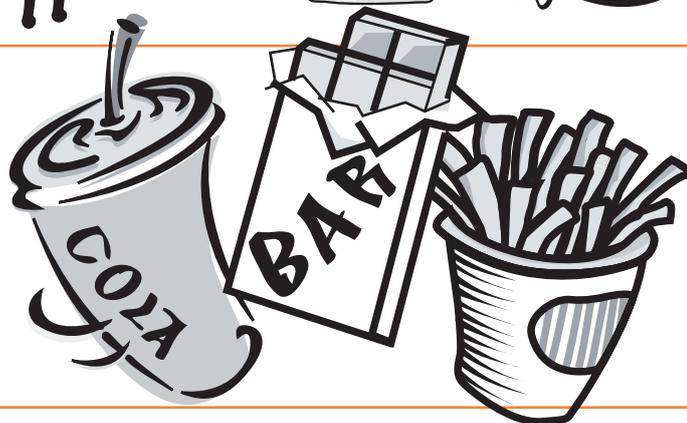


Help Healthy Hannah make a healthy choice for lunch

Example one: Salad sandwich, fruit and water.



Example two: Bag of chips, chocolate bar and soft drink.



Discuss:

1. How will Healthy Hannah feel if she only ever eats a lunch like example one?
2. How will Healthy Hannah feel if she only ever eats a lunch like example two?
3. Which foods are 'everyday' foods and which foods are 'sometimes' foods?
4. What are some other foods and drinks you could have at lunch that are also healthy?



Tasting new foods

1. This food is called

2. The colour of this food is

3. This food smells like

4. I would eat this food again because

5. I would not eat this food again because

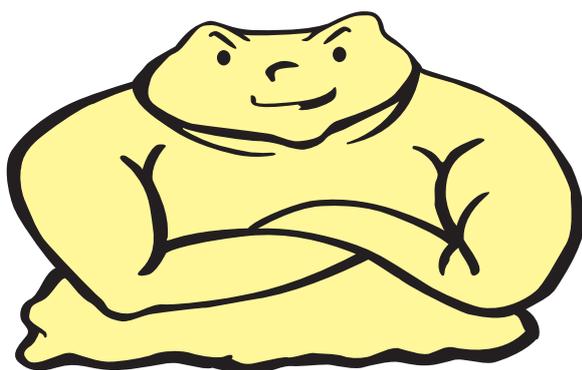
6. The texture of this food is
crunchy/smooth/soft/furry/dry/moist?

7. This food tastes

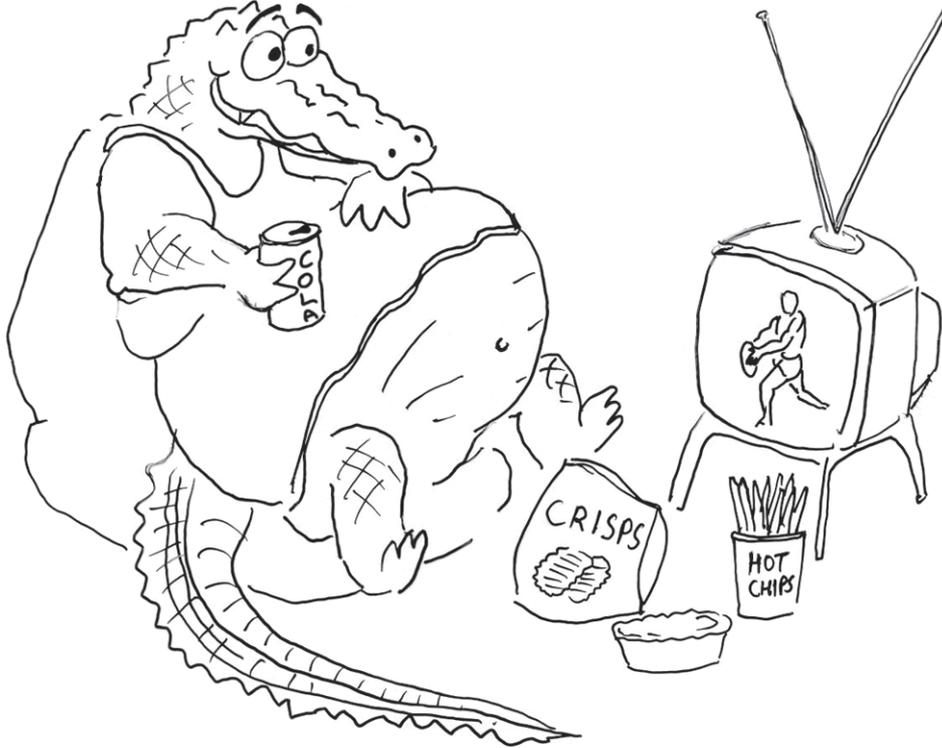


What is type 2 diabetes?

Question	Answer (Use words or pictures)
<i>Where does Insulin Man live?</i>	
<i>What does Insulin Man do to the cells?</i>	
<i>What happens if the fat cells grow too big?</i>	
<i>What happens if Croc has regular physical activity, eats healthy food and drinks plenty of water?</i>	



I know how to beat disease



What is Croc doing that might cause him to get a disease like type 2 diabetes or heart disease?

What could Croc do to get rid of his big tummy?





I know how to beat disease



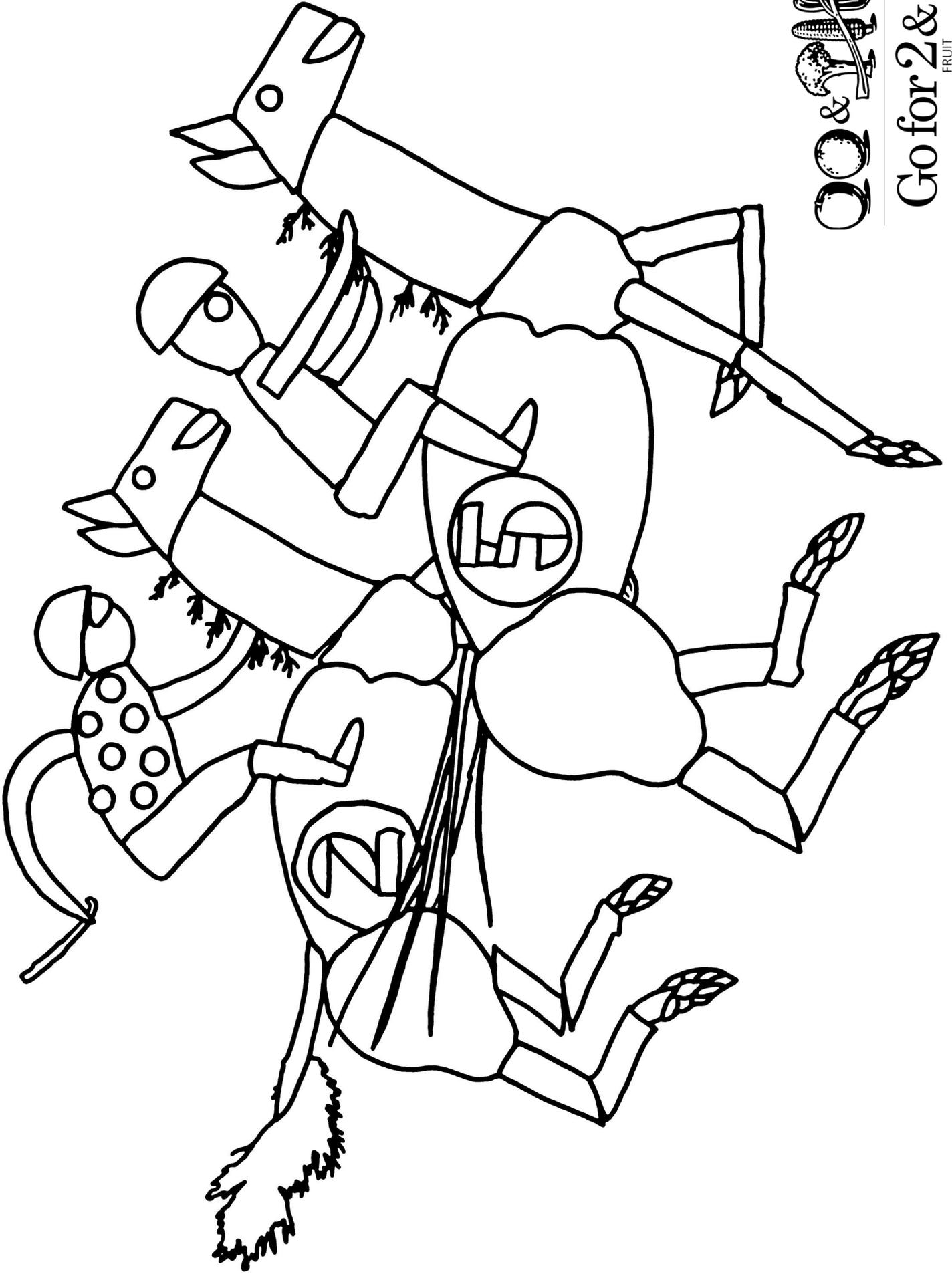
What is Croc doing to keep healthy and beat disease?

If you were Croc, what fun and healthy physical activities would you like to do?

If you were Croc, what healthy foods would you eat?

If you were Croc, what would you drink?





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