



MIDDLE 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 Middle 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 benefits of being physically active.</i>	
<ul style="list-style-type: none">Regular physical activity has physical, mental and social benefits.Your body's response to physical activity.	<ul style="list-style-type: none">Share your opinions about a range of physical activities.Identify the benefits of engaging in regular physical activity.
<i>Focus 2: Setting goals to increase physical activity.</i>	
<ul style="list-style-type: none">You need to engage in at least 60 minutes of moderate to vigorous physical activity every day.You should not spend more than 2 hours a day using electronic media for entertainment (e.g. computer games, Internet, TV) particularly during daylight hours.Facilities and services are available in the community to promote regular physical activity.Teachers, parents and friends are important sources of information and support.	<ul style="list-style-type: none">Create new games that involve physical activity.Follow rules associated with these games.Contribute to group cohesiveness.Monitor your physical activity levels and set a goal to increase them.Identify the sporting and physical activity facilities/resources available in your community.

MODULE TWO: DRINK WATER

Key Understandings	Key Skills
<i>Focus: Why water is best.</i>	
<ul style="list-style-type: none">You need to drink 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 this water needs to be replaced.Choosing water over alternative drinks has a range of health and environmental benefits.Fruit juices, sports, energy and soft drinks contain large amounts of sugar.	<ul style="list-style-type: none">Monitor your sugar intake from the drinks you consume.Identify health consequences of drinking alternative drinks on a regular basis.Identify environmental issues associated with the packaging of beverages.Identify ways to seek help from family and friends to drink more water or healthier options.



MODULE THREE: EAT HEALTHY FOOD

Key Understandings	Key Skills
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Focus 1: *Making healthy food choices and reading food labels.*

- Your body needs a variety of food to function properly and prevent diseases.
- Enjoy a variety of food every day based on *The Australian Guide to Healthy Eating*.
- Reading food labels on processed foods helps you make healthier choices.
- 'Green', 'amber' and 'red' traffic light colours are used to categorise food and drinks provided by schools to demonstrate their relative nutritional value, levels of saturated fat, sugar and salt.
- Share your opinions about why it is important to eat healthy food.
- Make healthy food choices using *The Australian Guide To Healthy Eating*.
- Identify and select healthier alternatives to food that is high in saturated fat, sugar and/or salt.

Focus 2: *Investigating healthier food options.*

- Eating too much can make you fat, cause heart disease, type 2 diabetes and some cancers.
- Your body only needs a small amount of dietary fat.
- There are 'good fats' called mono or polyunsaturated fats that are found in most vegetable oils, nuts, seeds, fish and some margarine.
- There are 'bad fats' called saturated fats that are found in some meats, full cream dairy foods, takeaways and processed foods such as snack foods, cakes and biscuits.
- To reduce the amount of 'bad fat' you eat you need to eat less processed snack foods, cakes and biscuits and more low fat dairy foods, fruit and vegetables.
- Distinguish 'good fats' from 'bad fats'.
- Identify healthier options to foods with a high fat content.

MODULE FOUR: BEAT DISEASE

Key Understandings	Key Skills
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Focus: *Make healthy choices to prevent disease.*

- Healthy lifestyle choices can prevent a range of diseases such as type 2 diabetes, heart disease and some cancers.
- Important lifestyle choices include being physically active, drinking water and eating a healthy diet.
- There are people in your community who can help you prevent lifestyle diseases.
- Share your opinions about a range of lifestyle diseases and how to prevent them to a range of audiences.
- Identify more than one option in relation to maintaining a healthy lifestyle to prevent disease.



OVERVIEW OF MIDDLE 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">• Your attitude to regular physical activity is important.• You need to engage in at least 60 minutes of moderate to vigorous physical activity every day.• You should spend no more than 2 hours a day using electronic media for entertainment. <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. <p>Physical, social and emotional wellbeing</p> <ul style="list-style-type: none">• Regular physical activity has physical, mental and social benefits.• Your actions can encourage friends and family to engage in physical activity. <p>Resources and consumer skills</p> <ul style="list-style-type: none">• Facilities and services are available in the community to promote regular physical activity.	<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. <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">• Contributing to group cohesiveness and effectiveness.• Adapting communication skills and following rules associated with new games.	<p>Utilising resources</p> <ul style="list-style-type: none">• Identifying how family, peers, teachers and the media can influence your attitude towards physical activity.• Investigating the sporting and physical activity facilities/resources available in your community. <p>Reviewing the situation</p> <ul style="list-style-type: none">• Identifying barriers and enablers to engaging in regular physical activity. <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 the physical activities you can undertake.• Considering the people, resources and skills required to achieve a short-term goal to become more physically active. <p>Deciding and acting</p> <ul style="list-style-type: none">• Choosing a short-term goal to be more active and reflecting on your progress. <p>Monitoring and evaluating</p> <ul style="list-style-type: none">• Monitoring the effectiveness of your decisions to overcome barriers to regular physical activity.



FOCUS 1: THE BENEFITS OF BEING PHYSICALLY ACTIVE

Key Understandings

- Regular physical activity has physical, mental and social benefits.
- Your body's response to physical activity.

Key Skills

- Share your opinions about a range of physical activities.
- Identify the benefits of engaging in regular physical activity.

Teacher Notes	Activities
<p>Preparation: Photocopy Guidesheet 1: <i>Our physical activities</i>, one for each student. One large sheet of paper for each group.</p>	<p><i>Introduce the topic by discussing popular physical activities.</i></p> <ol style="list-style-type: none">1. Think about the physical activities you enjoy and write these on a piece of paper.2. In small groups use a large sheet of paper to cluster activities under the following headings: Organised sports Games Other activities3. Discuss the reasons you chose particular activities. Use the questions on Guidesheet 1 as a guide.
<p>The Lungs</p> <p>Preparation: Balloons, one for each student</p> <p>Content: Focus on the role of the lungs – their capacity and relationship to physical activity.</p>	<p><i>Conduct blowing up a balloon races to introduce the topic.</i></p> <ol style="list-style-type: none">1. Practise deep breathing.2. Work with a partner. Who can blow up a balloon the fastest? Who can take the least number of breaths to blow up a balloon?3. Answer these questions:<ul style="list-style-type: none">o Who took the least number of breaths to blow up the balloon?o Why was this so?4. How can you improve the efficiency of your lungs?
<p>The Heart</p> <p>Content: Focus on the role of the heart. Explain that the heart is a muscle and like all muscles it works harder during and after physical activity.</p>	<p><i>Explain to the students it is possible to feel their heart beat and this is called their pulse. Demonstrate where they can feel their pulse – either on the side of the neck or inside the wrist.</i></p> <ol style="list-style-type: none">1. In pairs, find your partner's pulse.2. What did you feel? Count how many beats in 30 seconds.3. Jog on the spot for 30 seconds. Count your pulse.4. What did you find?5. What happened to your breathing during this activity?6. Discuss the relationship between your heart rate and breathing before, during and after physical activity.



Teacher Notes

Preparation: Photocopy Guidesheet 2: *The benefits of being physically active*, one for each student.

Label each of 3 sheets of butchers paper with the headings from Guidesheet 2. Place around the classroom.

Activities

Ask the students to describe what they feel the benefits of physical activity are on each of the sheets.

1. On each graffiti sheet, describe what you feel are the benefits of physical activity.
2. You can use words, short sentences, pictures or symbols.
3. Don't repeat ideas that are already on the sheet. Add new ones.
4. Using the ideas on the graffiti sheets, complete Guidesheet 2.

ADDITIONAL HEALTH PROMOTING SCHOOL STRATEGIES

- Students interview family members about their favourite physical activity and find out why they like it. Ask family members what games/activities they enjoyed when they were younger.

EXTENSION ACTIVITIES

The Arts		English	
Visual Arts Processes		Writing	
Stand in front of an overhead projector and have a partner trace the silhouette of your head onto paper. Create a mirror image of this head alongside the original and decorate the two head shapes in any medium to represent the difference between being fit and unfit, active and inactive, or energetic and tired.		Choose one of the characters from the decision-making scenarios in Guidesheet 3: <i>Making a change – Scenarios</i> , and write them a letter to explain what you think they should do in this situation.	
Science			
Life and Living		Transfer and Transformation	
Predict the effect of physical activity on fitness levels. Record you resting, working and recovery heart rate before, during and after physical activity.		Discuss how a balloon will only expand when the air pressure inside is greater than the air pressure outside. Healthy lungs and diaphragm will allow the balloon to expand more quickly.	

SUPPLEMENTARY RESOURCES

- Jump Rope for Heart. See URL: <http://www.heartfoundation.org.au/jumpropeforheart>.
- Unplug + play. See URL: <http://www.heartfoundation.org.au/parentcampaign>.



FOCUS 2: SETTING GOALS TO INCREASE PHYSICAL ACTIVITY

Key Understandings

- You need to engage in at least 60 minutes of moderate to vigorous physical activity every day.
- You should not spend more than 2 hours a day using electronic media for entertainment (e.g. computer games, Internet, TV) particularly during daylight hours.
- Facilities and services are available in the community to promote regular physical activity.
- Teachers, parents and friends are important sources of information and support.

Key Skills

- Create new games that involve physical activity.
- Follow rules associated with these games.
- Contribute to group cohesiveness.
- Monitor your physical activity levels and set a goal to increase them.
- Identify the sporting and physical activity facilities/resources available in your community.

Teacher Notes	Activities
<p>Preparation: Photocopy Guidesheet 4 in A3: <i>T-chart and cloze activity</i>, one for each group.</p> <p>Content: Explain that research has found that children need to engage in at least 60 minutes of moderate to vigorous physical activity every day to stay healthy.</p> <p>Children should not spend more than two hours (120 minutes) a day using electronic media for entertainment e.g. computer games, TV, Internet - if they want to stay healthy.</p> <p>Explain that despite all the obvious physical, mental and social benefits of regular physical activity, many young people find it difficult to complete at least 60 minutes of moderate to vigorous physical activity every day.</p>	<p><i>Introduce the topic by having students consider how they spent their spare time during the last three days.</i></p> <ol style="list-style-type: none">1. Add up the number of minutes you have engaged in moderate to vigorous physical activity in the last three days.2. How does this compare to the recommended physical activity levels?3. Add up the number of minutes you have spent using electronic media for entertainment in the last three days.4. How does this compare to the recommendations?5. Answer these questions in small groups:<ul style="list-style-type: none">o Did you spend more than 2 hours on any day using electronic media for entertainment?o If so, what alternative activities could you have done?o Did you reach the recommended physical activity target?o If not, how could you reach the target?o If you did, was it easy/difficult?o What would make it easier?6. Complete Guidesheet 4.
<p>Preparation: Photocopy Guidesheet 3: <i>Making a change – Scenarios</i>, one for each group.</p> <p>Envelopes – the same number as above.</p> <p>Write one of the scenarios (or another student generated problem) onto the outside of an envelope and give one to each group.</p>	<ol style="list-style-type: none">1. In small groups, write down several options for the character in the scenario. Highlight the option your group would choose. Write this on a piece of paper and put into the envelope.2. Pass your envelopes onto other groups and repeat the process without looking at the previous groups' responses.3. Share contents of your final envelope and report the most popular options back to the whole class.



Teacher Notes

Preparation: Copies of the shire/council directory. Alternatively, ask a community member or local recreation officer to talk to the class.

Content: People in the community who can help you stay physically active e.g. teachers, parents, other family members, friends, sporting coaches and local service clubs.

Preparation: Photocopy Guidesheet 5: *Goal setting plan* or Appendix 6: *My SMART goal*, one for each student.

Use a *Take the Challenge* map or a single class graph. An earlier graph can be completed prior to this activity to make comparisons.

Content: Goal setting requires a plan, framework and practice. Teachers should become familiar with the steps outlined in Appendix 6 e.g. Student plans should include specific examples such as: Reduce my screen time by watching 15 minutes less TV every day.

People/skills/equipment that might support students: family, special equipment and better time management.

Preparation: Equipment suitable for Tabloid Olympics such as butchers paper, paint, paint brushes, plastic food models, bowls.

Content: Ideas for new games e.g. a team relay art competition where each team member sprints to an easel and bowl of paint and paints one brush mark towards a team painting, then sprints back and tags the next team member. Students can create certificates and or small prizes for the winning team.

The most popular games could be included into the regular physical activity program e.g. daily fitness or as part of the *Take the Challenge* program for the class/school.

Activities

Introduce the topic by stating that there are agencies in the community that support physical activities. Have students explore potential physical activities and venues in their local community.

1. Using copies of the local shire/council directory identify a sport/activity you would like to try. If these resources are not available, brainstorm a list of sports/activities that are available.
2. Make a list of all the people and resources in your community who can help you stay physically active.
3. Construct a mind map showing the links between these people, agencies and venues.

Teach students about the importance of planning and monitoring goals. Explain that they will be supported in making a plan to increase their current levels of physical activity. Start by revising the skills of goal setting (Use Guidesheet 5 or for more able students use Appendix 6).

1. Record the physical activity you did in the last 3 days.
2. Set a short-term goal to increase your physical activity over the next five weeks e.g. It may be trying the sport/activity you identified previously or it could be a collection of activities that will improve your daily output.
3. Identify specific steps and share these with class members.
4. Identify people/skills/equipment that can support you.
5. Monitor your goals on a weekly basis e.g. On a *Take the Challenge* map or single class graph and colour in your progress.

Encourage students to develop and try new physical activities as part of Take the Challenge.

1. Devise a physical activity suitable for class Tabloid Olympics. The game must have the following specifications:
 - o Involve a team of six players
 - o Run for at least 10 minutes
 - o Involve moderate to vigorous activity
 - o Have clear rules
 - o Have a scoring system
 - o Be safe.
2. Be creative and think beyond the traditional sports you already know.
3. You are responsible for the collection of any equipment for your games. Team captains explain their game rules. Teams are allocated to a new game and rotated every ten minutes. You must also tally scores and award prizes.



ADDITIONAL HEALTH PROMOTING SCHOOL STRATEGIES

- Invite a recreation officer to talk about programs in the community. Write a letter to the local council or shire, P&C or service clubs suggesting new sporting equipment/facilities/resources required and reasons why (*English – Writing*).
- Ask students to audit family members' time spent on daily physical activity. Have students determine whether the children and adults in their family are reaching the recommended levels of at least 60 minutes and 30 minutes respectively. Discuss ways of increasing the time spent on physical activity. Participate as a family.
- Have students organise physical activity equipment storage bins/containers be made available for use at morning fitness and during break times.
- Invite family members to attend the Tabloid Olympics and display photos/videos of the event in the school foyer or newsletter.

EXTENSION ACTIVITIES

<p style="text-align: center;">English</p> <p style="text-align: center;">Writing</p> <p>Using procedural text genre, students describe the process of setting up a tabloid sport.</p> <p>Speaking and listening skills developed when students explain tabloid activities to peers.</p>	<p style="text-align: center;">Society and Environment</p> <p style="text-align: center;">Culture</p> <p>Research the origin of different sports played in Australia e.g. football, table tennis, soccer, indoor hockey, badminton, lacrosse, floor ball, touch rugby and Indigenous games. Discuss how you learn rules and practices from a range of influences (see DVD for Indigenous games).</p>
<p style="text-align: center;">Mathematics</p> <p style="text-align: center;">Chance and Data</p> <p>Record your physical activity over a week and graph the different types of activity engaged in under 'sport', 'games with friends' and 'other activities' or similar headings.</p>	<p style="text-align: center;">Technology and Enterprise</p> <p style="text-align: center;">Technology Processes</p> <p>Record the class Tabloid Olympics on either a digital camera or video.</p>

SUPPLEMENTARY RESOURCES

- *Australia's Physical Activity and Sedentary Behaviour Guidelines for Children (5-12 Years)*. (Appendix 5A). See URL: <http://www.health.gov.au/internet/main/publishing.nsf/content/health-pubhlth-strateg-phys-act-guidelines>
- WA Department of Education provides access to Fundamental Game Strategies (4-7). See URL: <http://www.det.wa.edu.au/> and search for Physical Activity, then Physical Activity programs and select Fundamental Game Strategies 4-7.
- Australian Institute of Sport's Yulunga Traditional Games. See URL: <http://www.ausport.gov.au/> and search for indigenous/games/traditional games also on DVD.



OVERVIEW OF MIDDLE 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 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.• Your brain, muscles and blood are all mostly water.• Water plays a role in most body functions. <p>Ways to keep healthier and safer</p> <ul style="list-style-type: none">• Reducing the consumption of juices, energy, sports and soft drinks is a healthy choice.• Your actions can encourage friends and family to drink water more often. <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.• Alternative drinks are expensive and not as healthy as water.	<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.• Contributing to group cohesiveness and effectiveness.• Adapting communication skills to suit the purpose of the group.	<p>Monitoring your health</p> <ul style="list-style-type: none">• Monitoring your water intake.• Monitoring your sugar intake from drinks. <p>Reviewing the situation</p> <ul style="list-style-type: none">• Taking responsibility for regular intake of water.• Identifying positive and negative consequences to drinking water instead of juices, energy, sports and soft drinks.• Identifying ways to seek help from family and friends to drink more water or healthier options. <p>Planning before deciding</p> <ul style="list-style-type: none">• Identifying healthier alternatives to juices, energy, sports and soft drinks.



FOCUS: WHY WATER IS BEST

Key Understandings

- You need to drink 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 this water needs to be replaced.
- Choosing water over alternative drinks has a range of health and environmental benefits.
- Fruit juices, energy, sports and soft drinks contain large amounts of sugar.

Key Skills

- Monitor your sugar intake from the drinks you consume.
- Identify health consequences of drinking alternative drinks on a regular basis.
- Identify environmental issues associated with the packaging of beverages.
- Identify ways to seek help from family and friends to drink more water or healthier options.

Teacher Notes	Activities
<p>Preparation: Photocopy Guidesheet 6: <i>What I know about water and other drinks</i>, one for each student.</p> <p>Model a T-chart and photocopy Guidesheet 7: <i>Advantages and disadvantages of drinking water</i>, one for each student.</p> <p>Content: Explain that 75% or $\frac{3}{4}$ of the water you need every day comes from what you drink and the rest from food.</p> <p>Explain that even getting a little bit thirsty (or dehydrated) can cause the brain not to work properly and you feel tired and can't concentrate.</p> <p>You should drink 6-8 glasses of water every day and more on hot days, during physical activity or when you are thirsty.</p>	<p><i>Introduce the topic by discussing the importance of drinking water regularly.</i></p> <ol style="list-style-type: none">1. With a partner, fill in the 'Before' column on Guidesheet 6.2. You will complete Guidesheet 6 at the end of this module.3. Share with a partner what makes you feel thirsty. When does this occur?4. Suggest a range of situations when it is best to drink water.5. Complete the T-chart identifying the advantages and disadvantages of drinking water instead of juices, energy, sports and soft drinks. Consider health, environmental effects and cost.



Teacher Notes

Preparation: Photocopy Guidesheet 8: *How much sugar do I drink?* - one for each student.

A collection of drink containers such as soft drink, milk (full cream, flavoured, low fat), energy drink, sports drink, water and fruit juice.

Content: Students should learn how to read food labels. If students choose drinks other than water, they should know what ingredients these drinks contain so they can make decisions about the health consequences. Many popular drinks contain varying levels of sugar and other additives.

Refer to Module 3 Eat healthy food, Focus 1 for information on reading food labels.

Activities

Explain to the students that they should find out about the ingredients of the drinks they consume.

Mini project: Using Guidesheet 8, record what you drank yesterday. Calculate how much sugar you consumed and answer these questions:

1. Where can you find the ingredients of popular drinks?
2. Create a ranking of drinks according to their sugar levels.
3. Investigate the short and long-term effects of drinks that have high levels of sugar in them.
4. List all the ingredients from a drink label. Find out about these additives and how they can affect your health.

Preparation: Photocopy Guidesheet 9: *Choosing healthy drinks*, one for each group.

Organise students into groups for a role play.

Explain that students will have the opportunity to show what they know about the benefits of drinking water through a role play.

1. In groups, make a decision on what to do in each of the scenarios described in Guidesheet 9.
2. 'Act out' the scenario.
3. Discuss the following:
 - o Do you think it is easy to avoid drinking drinks with lots of sugar?
 - o What will make it easier for you to make healthy decisions about what you drink?
4. Complete the 'After' column in Guidesheet 6.



ADDITIONAL HEALTH PROMOTING SCHOOL STRATEGIES

- Have students ask family members to take part in a 'water challenge'. Compare the number of glasses of water each family member drinks in a day and record the information on a simple grid or table. Discuss the results.
- The Water Corporation has information on water and health and the Waterwise Program. Become involved in the Waterwise Schools program. Invite a guest speaker from the Water Corporation or similar to discuss their role including how water is collected, stored, transported and made safe for drinking. See URL: <http://www.watercorporation.com.au> and search for education and schools.
- Invite the school nurse, dental therapist or nutritionist to talk to the class about the importance of drinking water rather than alternative drinks.

EXTENSION ACTIVITIES

Mathematics	The Arts
Chance and Data	Visual Arts Processes
<p>Survey other class's consumption of alternate drinks. Calculate their total sugar consumption through drinks; amount of money spent on drinks per class; total amount of waste in the form of empty containers per class. Display results using a graph.</p>	<p>Design posters with catchy slogans to encourage students to drink more water. Place around the school.</p>
	Media Processes
<p>Buy and juice an orange and measure how much juice it contains. Work out how many oranges are required to fill a 250ml carton. How much will this cost? Compare this to the cost of buying a 250ml carton of orange juice. Discuss the differences. Discuss whether you would eat this many oranges in one day. Try this with other fruit.</p>	<p>View and critique a range of print advertisements for energy, sports and soft drinks. Create an advertisement or comic strip that illustrates the facts about the sugar and additive content of these products.</p>
English	Technology and Enterprise
Writing	Technology Processes
<p>Write a rap about drinking more water and perform as an assembly item.</p>	<p>Plan and prepare a healthy alternative to a sports, energy or soft drink. Design a recyclable container for the drink. Conduct taste tests and display packaging.</p>

SUPPLEMENTARY RESOURCES

- Further information on why you should choose water. see URL: <http://www.healthy-kids.com.au>
- Further information on sports and energy drinks at *Choice*. See URL: <http://www.choice.com.au>.
- Information on food labeling in Australia. See URL: <http://www.foodstandards.gov.au>. Search in the consumer information section.

Note:

Energy drinks should not be consumed by children or adolescents 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: Middle Childhood*.



OVERVIEW OF MIDDLE 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 personal health and prevents lifestyle diseases.• Healthy people enjoy a variety of foods very day from <i>The Australian Guide to Healthy Eating</i>.• Healthy food is 'every day' food. Not so healthy food is 'sometimes' food.• Healthy people choose to eat food that is low in fat, saturated fat, sugar and salt. <p>Growth and development</p> <ul style="list-style-type: none">• There are a range of personal actions that can increase the variety of food in your diet and promote health.• Healthy food is the correct fuel needed to give your body the energy it requires to function at its best.• The effect of 'bad' and 'good' fats on healthy bodies. <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 foods every day.• Each of the food groups in <i>The Australian Guide to Healthy Eating</i> work together to create a balanced, nutritious diet. <p>Resources and consumer skills</p> <ul style="list-style-type: none">• There are healthier food products available.• There are people and resources in the community who promote healthy eating.	<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 discussions. <p>Cooperating and collaborating in groups</p> <ul style="list-style-type: none">• Using strategies to follow instructions to work with others.• Contributing to group cohesiveness and effectiveness.• Adapting communication skills to suit the purpose of the group.	<p>Reviewing the situation</p> <ul style="list-style-type: none">• Taking responsibility for your diet.• Identifying consequences of always eating 'sometimes' foods. <p>Planning before deciding</p> <ul style="list-style-type: none">• Identifying more than one option in relation to high fat food choices. <p>Deciding and acting</p> <ul style="list-style-type: none">• Monitoring your diet in terms of <i>The Australian Guide to Healthy Eating</i>.• Identifying and classifying food into groups. <p>Monitoring and evaluating</p> <ul style="list-style-type: none">• Choosing and evaluating healthier alternatives to high fat foods.



FOCUS 1: MAKING HEALTHY FOOD CHOICES AND READING FOOD LABELS

Key Understandings

- Your body needs a variety of food to function properly and prevent diseases.
- Enjoy a variety of food every day based on *The Australian Guide to Healthy Eating*.
- Reading food labels on processed foods helps you make healthier choices.
- 'Green', 'amber' and 'red' traffic light colours are used to categorise food and drinks provided by schools to demonstrate their relative nutritional value, levels of saturated fat, sugar and salt.

Key Skills

- Share your opinions about why it is important to eat healthy food.
- Make healthy food choices using *The Australian Guide to Healthy Eating*.
- Identify and select healthier alternatives to food that is high in fat, saturated fat, sugar and/or salt.

Teacher Notes	Activities
<p>Preparation: Photocopy one of the following for each student:</p> <ul style="list-style-type: none">• Appendix 1A: <i>The Australian Guide to Healthy Eating</i>• Appendix 2A: <i>Eat for Health - Dietary Guidelines for ALL Australians</i>• Appendix 2C: <i>Food groups.</i> <p>If access to fresh fruit and vegetables is an issue, discuss frozen, canned and dried foods as healthy alternatives.</p>	<p><i>Introduce the topic by asking students what this statement means: 'You are what you eat?' Explain why eating a variety of foods is necessary for healthy bones, body function, growth and structure etc.</i></p> <ol style="list-style-type: none">1. Examine <i>The Australian Guide to Healthy Eating</i>.2. Using Appendix 2C, work out the role that each of the five food groups plays in a balanced, nutritious diet.3. Determine the relative amounts you should eat from each group.
<p>Preparation: Photocopy one of the following for each student:</p> <ul style="list-style-type: none">• Appendix 1A: <i>The Australian Guide to Healthy Eating</i>• Appendix 1B: <i>The Australian Guide to Healthy Eating template</i> <p>Food models or pictures of a healthy lunch.</p>	<p><i>Present an example of a healthy lunch.</i></p> <ol style="list-style-type: none">1. Analyse the components of a healthy lunch and show where they fit on <i>The Australian Guide to Healthy Eating</i>.2. Write down what you ate and drank for lunch yesterday.3. Draw and label everything you ate and drank.4. Discuss with a partner whether your diet yesterday met the recommendations shown in Appendix 1A.5. Plan ways you could improve your diet.
<p>Content: Foods that are eaten at special occasions are often high in fat, saturated fat, sugar and salt. These are categorised as 'sometimes' foods.</p>	<p><i>Explain to students that you often have to make choices about food and the choices you make can affect your short and long term health. Discuss when we might eat food high in fat, saturated fat, sugar and salt e.g. food that is prepared for special occasions.</i></p> <ol style="list-style-type: none">1. List some of your favourite festive foods that have a high fat, saturated fat, sugar and salt content e.g. Easter eggs.2. Would you eat these foods every day?3. Share stories about the festive occasions your family celebrates, the special foods eaten during this time and the significance of these foods.



Teacher Notes

Preparation: Photocopy one for each student of the following:

- Appendix 3: *Nutrition Guide for Shoppers*
- Appendix 7: *Traffic Light Categories*
- Appendix 8: *What's on the menu for WA schools?*
- Guidesheet 10: *Reading food labels.*

Processed food containers and packets, preferably of foods students eat. Alternatively ask students to bring in their favourite packaged food.

Alternatively invite a nutritionist or health promotion officer to talk to the class on this topic.

Content: By law, all packaged foods in Australia have a nutrition information panel so that similar food products can be compared. The panel provides information on the amount of energy, protein, total fat, saturated fat, carbohydrates, sugars and sodium (salt) the food contains. Understanding nutrition information panels helps us make healthier choices.

Activities

Introduce the topic by explaining what food labels are and what they contain.

1. Examine the food packets / containers. Look for the nutrition information panel.
2. Read the panels and list the nutrients using Guidesheet 10: *Reading food labels*. Compare your results with the information in Appendix 3: *Nutrition Guide for Shoppers*. Highlight each food as low (eat most), medium (eat in moderation) or high (limit intake) for each nutrient.
4. Discuss:
 - o Which foods had the highest levels of fat/saturated fat/sugars/sodium (salt)?
 - o Can you think of healthier alternatives to these products?
 - o Which foods had the lowest levels of fat/saturated fat/sugars/sodium (salt)?
5. Refer to the 'traffic light' categories in Appendices 8 and 9. Categorise each of the food packets/containers.

Preparation: Select examples of healthy food alternatives at URL: <http://www.gofor2and5.com.au>.

Content: If students choose to eat packaged food, encourage them to select items that are low in fat, saturated fat, sugar and sodium (salt).

1. From the previous activity, choose one packaged food snack that was either high in fat, saturated fat, sugar and/or sodium (salt).
2. Using resources from URL: <http://www.gofor2and5.com.au>, find a healthier alternative to this food item.
3. Vote on the top 3 foods/recipes and collate a shopping list using the recipes.
4. Prepare these three recipes as a class activity at a later date.

ADDITIONAL HEALTH PROMOTING SCHOOL STRATEGIES

- Invite a nutritionist or health promotion officer to talk about food labels and what they mean.
- Ask students to bring recipes of the food they regularly eat at home. Using *The Australian Guide to Healthy Eating*, discuss whether or not they are good choices. Discuss how they could be improved.
- Ask the school canteen manager about the most popular foods sold in the school canteen. Are they classified as 'green'?
- Invite the school canteen manager to the classroom to discuss how the canteen meets the Healthy Food and Drink Policy. Have the students discuss what they can do to assist?
- Examine the fundraising and reward activities used in the school. Do these comply with the Healthy Food and Drink Policy? Provide healthier fundraising and reward alternatives to ensure that the school has consistent messages about healthy eating.



EXTENSION ACTIVITIES

The Arts	Society and Environment
Visual Arts Processes	Time, Continuity and Change
<p>Design and make 'business cards' that include the information from Appendix 3: <i>Nutrition Guide for Shoppers</i>. Laminate and use to make healthy food choices when shopping. Make additional copies for your family and friends. For more information see URL: http://parentsjury.org.au.</p> <p>Compose a song/jingle to sing to younger students about the importance of eating a variety of foods.</p>	<p>Choose two regions in Australia and research the diet of Indigenous communities before European settlement e.g.</p> <ul style="list-style-type: none">• How food was gathered and prepared?• Which foods formed their main diet, e.g. fish for coastal communities?• Who gathered and who hunted?• How the knowledge of the environment, food and cooking was passed on?• How the food was named?• What affect have Western diets had on these people? <p>Compare the diets of early Indigenous Australians with menus from local fast food outlets and against the <i>Eat for Health - Dietary Guidelines for ALL Australians</i>.</p>

English	Technology and Enterprise
Viewing	Technology Processes
<p>View the video at URL: http://www.youtube.com/?watch?v=49jDlaFp304 Why was the video created? Who does the video target and why? What's wrong with junk food advertisements</p>	<p>Research and make a nutrition information panel for a cereal, rice, vegetable, legume or fruit. Design recyclable packaging for this food item.</p>

Mathematics	
Measurement	
<p>Visit your local supermarket or community store. Select a range of foods and calculate the cost of each item per kilogram. Are unprocessed fresh foods cheaper than processed foods? Why? These websites might help you with your calculations. URL: http://www.fruitvegweek.health.wa.gov.au/ or URL: http://www.foodcentsprogram.com.au and search for foodcents/shopsmart. In large supermarkets, look for 'unit pricing'. See URL: http://www.acc.gov.au and search for Unit Man.</p>	

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>
- WA Department of Education, Healthy Food and Drink Policy.
See: URL: www.det.wa.edu.au/healthyfoodanddrink.



FOCUS 2: INVESTIGATING HEALTHIER FOOD OPTIONS

Key Understandings

- Eating too much can make you fat, cause heart disease, type 2 diabetes and some cancers.
- Your body only needs a small amount of dietary fat.
- There are 'good fats' called mono or polyunsaturated fats found in most vegetable oils, nuts, seeds, fish and some margarine.
- There are 'bad fats' called saturated fats found in some meats, full cream dairy foods, takeaways and processed foods such as snack foods, cakes and biscuits.
- To help reduce the amount of 'bad fat' you eat you need to eat less processed snack foods, cakes and biscuits and more low fat dairy foods, fruit and vegetables.

Key Skills

- Distinguish 'good fats' from 'bad fats'.
- Identify healthier options to foods with a high fat content.

Teacher Notes	Activities
<p>Preparation: Arrange a suitable time for students to conduct interviews with members of the local or school community about the reasons they make particular food choices e.g. as part of an excursion, after a school teacher parents' night etc.</p>	<p><i>Ask students to research why people choose to eat different foods.</i></p> <ol style="list-style-type: none">1. Work with a partner to plan and prepare interview questions using this topic to guide you: Why do you choose to eat different types of food?2. Conduct the interviews.3. Make a list of the reasons people chose to eat different types of food. Prepare a report of your findings to publish in the school newsletter or local newspaper.
<p>Photocopy Appendix 2A: <i>Eat for Health - Dietary Guidelines for ALL Australians</i>, one for each student.</p> <p>Content: Explain that eating too much:</p> <ul style="list-style-type: none">o Can make you fato Is bad for your hearto Can lead to type 2 diabetes ando Can cause some cancers. <p>All of the energy you need comes from carbohydrates. The body only needs a small amount of dietary fat, as it is necessary to carry fat soluble vitamins around the body and for the brain and nervous system to work properly. Any food eaten that is excess to needs, is converted and stored as fatty tissue.</p>	<p>Mini research project:</p> <ol style="list-style-type: none">1. Find out the difference between carbohydrates and fats. Which ones do you need the most of and the least of?2. Identify foods that contain carbohydrates and fats and list some of these.3. How much should you eat of each?4. Share your findings with other students.
<p>Preparation: Newspapers, food catalogues or magazines.</p> <p>Content: Focus on mono-unsaturated and poly-unsaturated fats. See URL: http://raisingchildren.net.au (look for fat basics).</p>	<ol style="list-style-type: none">1. Find out the meaning of mono-unsaturated and poly-unsaturated fats. Why are they called 'good fats'?2. Make a collage of the different foods that contain 'good fats', using pictures from newspapers, food catalogues or magazines.3. Find out where these fats come from and construct a mind map to demonstrate this e.g. oils from olives and sunflower seeds.



Teacher Notes

Preparation: Photocopy Guidesheet 11: *Making healthier food choices*, one for each student.

Content: Focus on foods that students eat that contain saturated fat e.g. packaged snack foods, cakes, biscuits, pies, sausage rolls, hot chips and fried take-away foods. Explain that with careful planning it is possible to eat foods that are low in fat and still taste good e.g. a hamburger with salad over a meat pie or sausage roll, a piece of fruit over a biscuit or cake, chopped up vegetables over a packet of potato crisps.

Activities

Introduce the topic by asking students to distinguish between 'good' and 'bad' fats.

1. What are saturated fats? Why are they called 'bad fats'?
2. Draw pictures to show the types of food that contain large amounts of 'bad fats'.
3. Create posters showing foods containing 'good fats' and foods containing 'bad fats' to display in the classroom.
3. Suggest some healthy alternatives to foods high in 'bad fats'. Use Guidesheet 11 to help you.

ADDITIONAL HEALTH PROMOTING SCHOOL STRATEGIES

- Ask students to survey the number of food advertisements placed in the local newspaper, in children's magazines or shown during children's television viewing time (remember to monitor screen time). Work out the percentage of 'everyday' to 'sometimes' food advertisements. Compare this with other types of advertisements. Discuss the results and write an article for the school newsletter.
- Invite someone from an advertising agency, local newspaper or radio station to talk to students about the advertising techniques used by the media.
- Produce a class cookbook using recipes that have high nutritional value.

EXTENSION ACTIVITIES

<h3>The Arts</h3>	<h3>Society and Environment</h3>
<p>Arts, Skills and Processes</p>	<p>Time, Continuity and Change</p>
<p>Develop and produce a television advertisement featuring a healthy food.</p>	<p>Research the food choices of parents and grandparents when they were young and give reasons for differences between their diets and the diets of young people today.</p>
<h3>English</h3>	<h3>Technology and Enterprise</h3>
<p>Viewing, Speaking and Listening</p>	<p>Technology Processes</p>
<p>Write an acrostic poem for 'good fats' and 'bad fats' incorporating the different types of foods that are contained in each category. Conduct a class debate: Fast food advertising should be banned.</p>	<p>Plan and prepare a healthy alternative to a not so healthy snack food e.g. oven baked potato wedges instead of fries or potato chips.</p>

SUPPLEMENTARY RESOURCES

- Information on 'good fats' and 'bad fats'. See URL: <http://raisingchildren.net.au>.



OVERVIEW OF MIDDLE 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 lifestyle 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 being physically active, 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 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.• Contributing to group cohesiveness and effectiveness.• Adapting communication skills to suit the purpose of the group.	<p>Reviewing the situation</p> <ul style="list-style-type: none">• Taking responsibility for your lifestyle choices.• Identifying positive and negative consequences of your lifestyle choices. <p>Planning before deciding</p> <ul style="list-style-type: none">• Identifying more than one option in relation to healthy lifestyle choices.



FOCUS: MAKE HEALTHY CHOICES TO PREVENT DISEASE

Key Understandings

- Healthy lifestyle choices can prevent a range of diseases such as type 2 diabetes, heart disease and some cancers.
- Important lifestyle choices include being physically active, drinking water and eating a healthy diet.
- There are people in your community who can help you prevent lifestyle diseases.

Key Skills

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

Teacher Notes	Activities
<p>Content: Preventable lifestyle diseases include:</p> <ul style="list-style-type: none">o Heart diseaseo Type 2 diabeteso Some cancers. <p>Healthier lifestyle choices include:</p> <ul style="list-style-type: none">o Regular physical activityo Enjoying a variety of foods and drinking water every dayo Staying connected to family and friendso Living a traditional lifestyle.	<ol style="list-style-type: none">1. Research the causes of a lifestyle disease such as heart disease, type 2 diabetes or cancer.2. Develop 5 to 10 'one line' messages on how you can prevent getting this disease. Use these messages to make a PowerPoint presentation, a short play, a puppet show or a rap for your school, family and other community members.3. Discuss with a family member or friend how you would rate your lifestyle. Give yourself a mark out of ten.4. Decide what you will change in order to improve your lifestyle rating by plus '1' i.e. if you gave yourself 7 out of 10 on the healthy lifestyle rating because you participate in regular physical activity, what do you need to do so that you can rate yourself as 8 out of 10.5. Give each other advice on how to improve their lifestyle rating.
<p>Content: A major contributor to being overweight and obese is spending more than two hours per day using electronic media for entertainment, coupled with eating and drinking foods high in fat, saturated fat, sugar and salt.</p>	<ol style="list-style-type: none">1. Research the effects of the prolonged use of electronic media coupled with the consumption of inappropriate food and drinks on your health.2. Plan, write and develop an assembly item (e.g. rap, play, song, puppets) on this, including prevention strategies. Use language appropriate to your peer group.3. Perform at your school assembly.



Teacher Notes

Case Study – Type 2 Diabetes

Preparation: Photocopy Appendix 4: *What is diabetes?* - one for each student. Set up a pre-viewing, viewing and post-viewing activity using the DVD resource: *What is Type 2 Diabetes?*

1. Pre viewing activity: Write these questions on whiteboard:
 - o What is diabetes?
 - o Are there different types of diabetes?
 - o Where in your body does insulin come from?
 - o Why does your body need insulin?
 - o Why do your cells need glucose?
 - o What happens in the body when someone has type 2 diabetes?
 - o What can you do to prevent type 2 diabetes?
2. Viewing activity: DVD; *'What is Type 2 Diabetes?'*
3. Post viewing activity: Organise a story telling session in the K-3 section of the school

Activities

Introduce the topic by explaining that type 2 diabetes is a common lifestyle disease in Australia that is affecting more and more people.

1. Pre-viewing activity:
 - o Individually read the handout - *What is diabetes?*
 - o Read and discuss the whiteboard questions in a pair-share activity.
2. Viewing activity:
 - o View the DVD - *What is Type 2 Diabetes?*
3. Post viewing activity:
 - o Prepare written answers to the preview questions.
 - o Prepare a story telling session for the K-3 students in your school about the prevention of type 2 diabetes. You will be partnered up with a K-3 student by your teacher.
 - o You must retell the type 2 diabetes story using your own words. It might be a good idea to have some pictures or diagrams ready for the students to see.

Preparation: Photocopy Appendix 6: *My SMART Goal*, as a guide for each student to prepare a healthy lifestyle plan.

Remind students about the importance of planning, implementing and monitoring goals. Explain to the students that they will be supported in making a plan to improve their health.

Content: A 'SMART Goal' requires a plan, framework and practice. Students' 'SMART Goals' must include a goal for TWO of the key messages in *Take the Challenge* program e.g.:

- o Be more active e.g. 20 mins less screen time replaced by 20 mins walking the dog every other day.
- o Eat healthy food e.g. substitute a pie for lunch with a healthy sandwich this week.

Students should list specific people/skills/equipment that will help or support them e.g. family, special equipment and better time management etc.

It is a good idea to model the goal setting process and for teachers to participate to motivate the students.



ADDITIONAL HEALTH PROMOTING SCHOOL STRATEGIES

- Discuss who can help prevent lifestyle diseases e.g. community nurses, doctors, dentists, health promotion officers, sports people, dietitians, opticians and counsellors.
- Invite some of these experts to talk to the class.
- Students take home copies of Appendix 4: *What is diabetes?* Discuss with family members. Go for a walk with a family member and discuss a significant family event or family medical history as you walk. In this way you can both be active, share some 'family time', whilst learning about family history. Report back to the class the next day.
- Invite a senior member of the community to talk to the class about their lifestyle when they were young. Develop a T- chart comparing the differences.

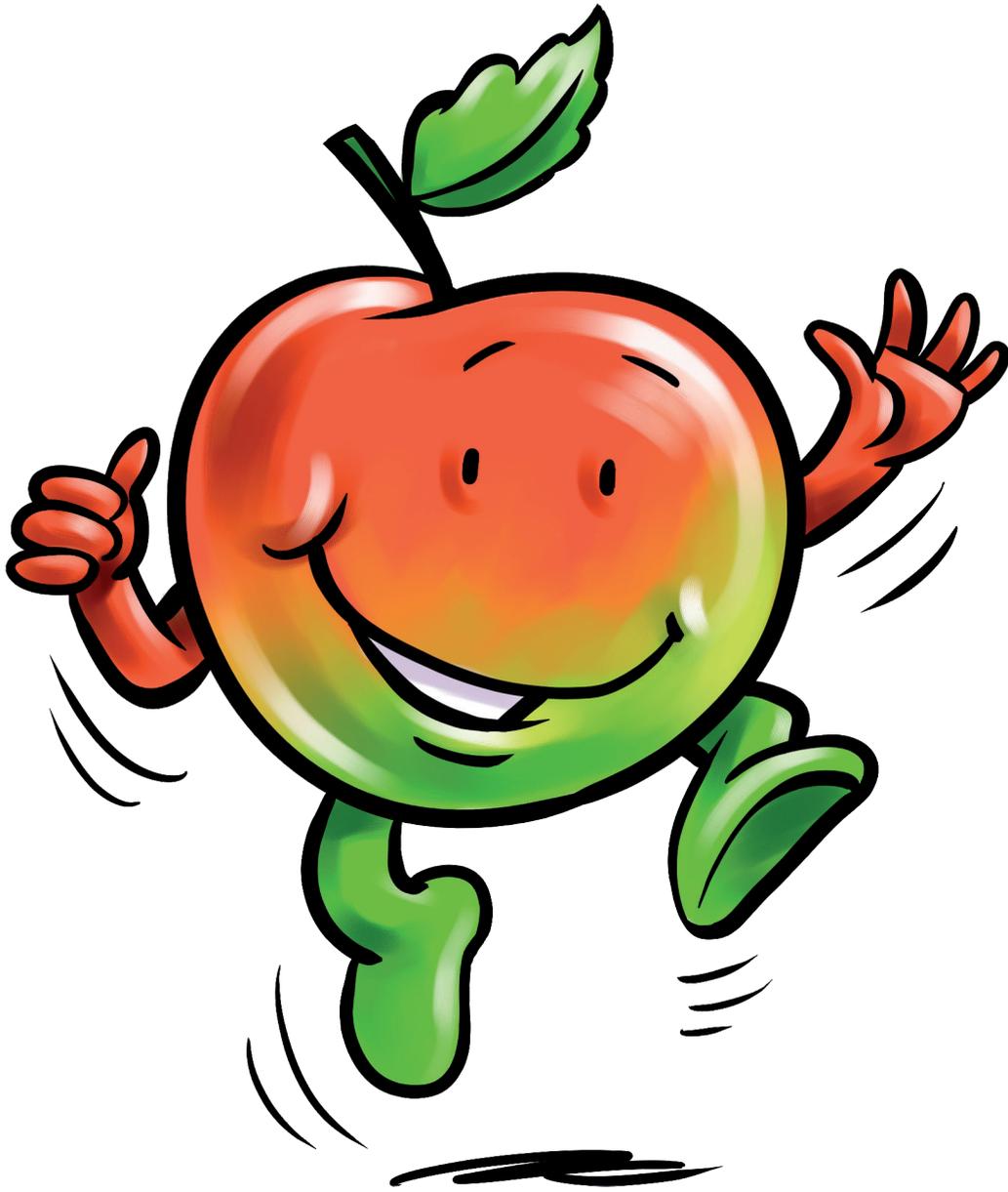
EXTENSION ACTIVITIES

<p style="text-align: center;">Languages</p> <p style="text-align: center;">Cultural understanding</p>	<p style="text-align: center;">The Arts</p> <p style="text-align: center;">Music and Arts – Visual processes</p>
<p>Research what country in the world has the highest rate of a lifestyle disease such as heart disease and what one has the lowest. Compare the two countries. See if you can explain the differences.</p>	<p>Choose a lifestyle disease such as heart disease or type 2 diabetes and write and perform a rap that explains ways to prevent this disease.</p> <p>Design a mural that highlights the benefits of traditional lifestyle in the community.</p>
<p style="text-align: center;">English</p> <p style="text-align: center;">Speaking and Listening</p>	<p style="text-align: center;">Technology and Enterprise</p> <p style="text-align: center;">Technology Processes</p>
<p>Interview someone with a lifestyle disease in your family/community to determine symptoms and how they manage the disease.</p>	<p>Develop a board game for a pre-primary or Year 1 class about the prevention of a specific lifestyle disease e.g. type 2 diabetes.</p>

SUPPLEMENTARY RESOURCES

- Information on the prevention of type 2 diabetes. See URL: http://www.diabeteswa.com.au/Preventing_Diabetes
- Information of the prevention of heart disease. See URL: <http://www.heartfoundation.org.au>.
- Information on cancers that can be prevented by being active and eating healthy foods. See URL: <http://www.cancerwa.asn.au/prevention/nutrition/>.





MIDDLE CHILDHOOD

GUIDESHEETS





Our physical activities

	Answer	Why
1. What are the most popular physical activities?		
2. What are the least popular physical activities?		
3. Which activities involve the most 'huff and puff'?		
4. Which ones involve the least 'huff and puff'?		
5. Who or what influences your choice of activities?		
6. What other physically active things do you do each day?		



The benefits of being physically active

Physical advantages:	Answer
1. How does regular physical activity help you physically?	
2. What diseases does regular physical activity prevent?	
Mental advantages:	Answer
3. How does regular physical activity help the way you think and feel?	
Social advantages:	Answer
4. How does sport and physical activity benefit your community?	
5. How does sport and physical activity help you to make friends?	





Making a change – Scenarios

1. Charlie is home for an hour each day after school before his mum comes home from work. His mum says he can't play in the street but he can play in the backyard. He usually just plays video games every day. What could Charlie do to be more physically active after school before mum gets home?



2. Kalina would like to join the school netball team but has never played before and doesn't know the rules. She is also not sure if she will have to buy the uniform or pay fees each week. She doesn't think her parents will let her play if it is too expensive. Who could she talk to and what could she do?



3. Tyson is overweight and just doesn't like physical activity. It makes him hot and tired. He knows that doing physical activity every day will help him lose weight. What things will help make physical activity more fun for him and increase the chances of him doing something every day?



4. Allisa has a one hour bus trip to and from school every day. This makes it hard for her to find time to be physically active before or after school. What could she do to get more physical activity each day?



T - chart and cloze activity

In Section A, find places in the sentences below for these missing words: *equipment, permission, physical activity* and *time*.

Section A
Reasons why people might choose not to be physically active

- Think they have no
- Think they are too busy
- Don't like
- Feel embarrassed about trying new sport
- Can't afford to play sport/activity
- Don't have correct
- Don't have access to facilities
- Don't have the skills
- Don't have parents'
- Don't have any other friends involved
- Don't have any way of getting there.

In Section B, find places in the sentences below for these missing words: *habit, confidence, support friends*.

Section B
Things that make it easier for people to be physically active

- Doing it with
- Doing it regularly (it becomes a))
- Varying activities
- Having a goal
- Having the to try new things
- Being able to afford it
- Having the right equipment
- Having facilities close by
- Having from family or friends.





Goal setting plan

- What is your goal? _____

- Who might help you achieve this goal? How? _____

- What skills or equipment will you need to achieve your goal?

- What steps will you take to achieve this goal? _____

- How will you know if you have achieved your goal? _____





What I know about water and other drinks

Answer the following statements with true (T), false (F) or unsure (U). Your teacher will tell you when to place your answers in the 'Before' column and when to complete the 'After' column.

Before	Statement	After
	The body is made up of about 60% water.	
	Water helps get rid of toxins and waste when you go to the toilet.	
	About $\frac{3}{4}$ of the water you need comes from what you drink – the rest comes from food.	
	You can dehydrate even if you aren't hot or thirsty.	
	Juices, energy, sports and soft drinks contain lots of sugar.	
	Water is the healthiest drink to drink.	





Advantages and disadvantages of drinking water – T chart

Task One: Use these words to fill in the gaps in the statements below: *chemicals, taste, tooth, dehydrated, waste*

- It's better for your health
- It might get boring
- It decreases the risk of decay
- It doesn't make you fat
- It might not be as cool
- It is healthier for your kidneys
- It doesn't leave you too full to eat healthy foods
- It stops you from becoming (replaces fluids)
- It doesn't contain sugar or other
- It's cheap
- Tap water sometimes needs boiling.
- It's convenient
- Tap water might not good
- It doesn't cause a disposal problem if you drink from a tap.

Task Two: Decide whether the statements above should be placed into Column One OR Column Two below:

Column One: Advantages of drinking water instead of soft drinks, energy drinks, sports drinks or juices	Column Two: Disadvantages of drinking water instead of soft drinks, energy drinks, sports drinks or juices
e.g. It's better for your health <input type="checkbox"/>	e.g. It might get boring <input type="checkbox"/>



How much sugar do I drink?

Table One: Information you might need:

Drink	Approximate amount of sugar in teaspoons
Water	
250 tetra pack of blackcurrant juice	
250 ml bottle of apple juice drink	
250 ml tetra pack of pure fruit juice	
375 ml bottle of soft drink	
375 ml can of flavoured mineral water	
375 ml can of cola flavoured soft drink	
300 ml carton of chocolate flavoured milk	
300ml carton of normal full fat milk	
600 ml bottle of sports drink	
250 ml energy drink	



Choosing healthy drinks

1. Asha is your netball captain and you have just won a big game. She gives you an energy drink and drinks two cans herself. You know you shouldn't drink energy drinks because they have lots of sugar. What could you do or say?



2. Every day you go to your Gran's house after school till Mum gets home from work. She gives you a can of cola each day. You know this is not healthy but don't want to offend her. What could you do or say?



3. You have a water bottle every day with your lunch but most of your friends have a juice or can of soft drink. One of your friends teases you and says that drinking water isn't cool. This makes you sad but you know it's the healthy thing to do. What could you do or say?



Universal Stir Fry



Colourful and crunchy, these vegetables can be served with any meat or fish. This recipe uses chicken. Makes 4 serves.

Utensils

Chopping board and knife
Wok or larger frypan
Measuring cups and spoons
Mixing Bowls
Cup

Ingredients

500 g chicken breast
1 tablespoon soy sauce
1 tablespoon fresh ginger, grated or crushed
1 bunch broccoli
1 cup fresh mushrooms
1 red capsicum
1 teaspoon cornflour
½ cup of water
1 tablespoon oil (optional)

