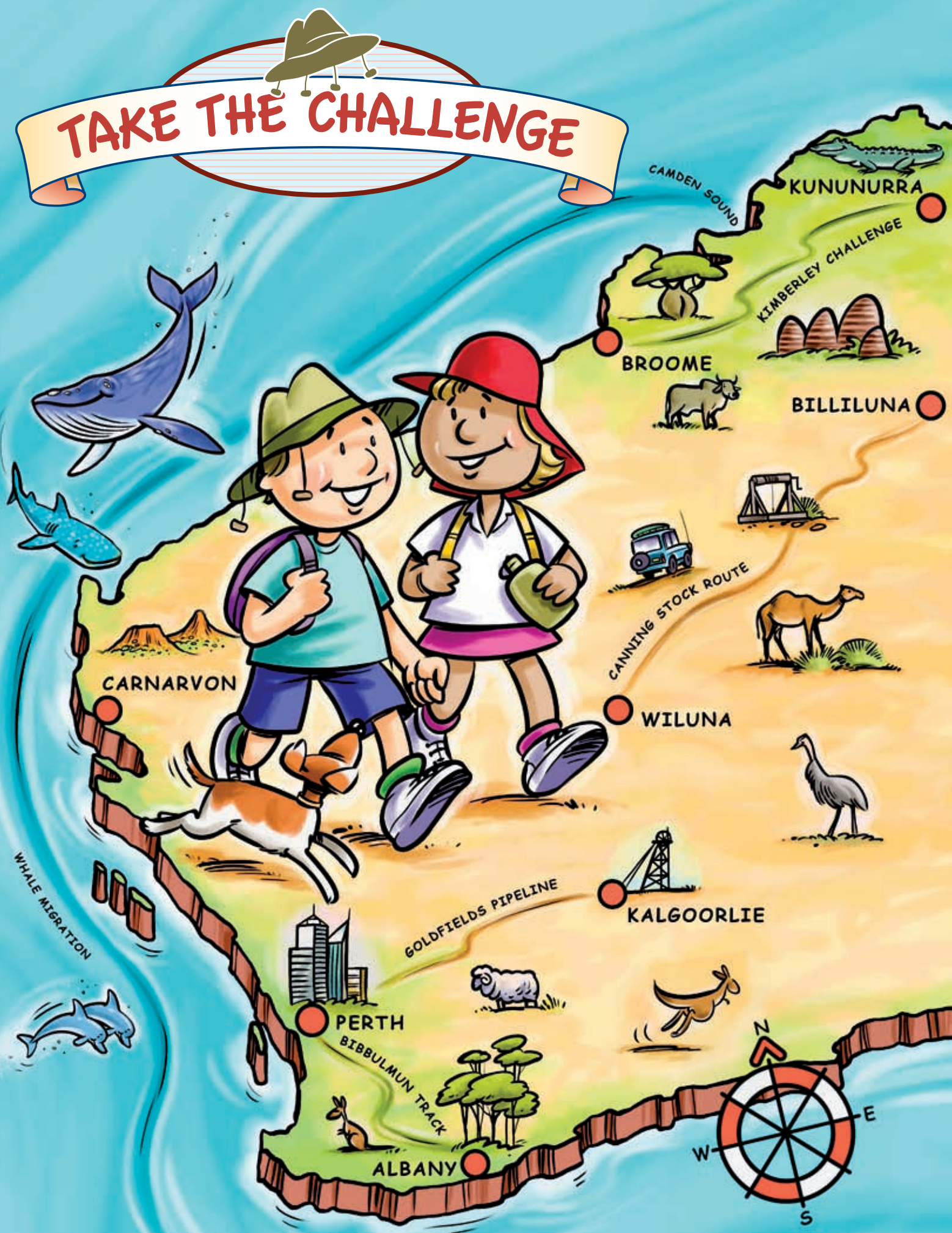


# TAKE THE CHALLENGE







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Adapted from The Canning Stock Route Challenge.  
Pilbara Public Health Unit (1995)



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# INTRODUCTION

## 1.1 Background

Since 1995, many primary schools throughout regional Western Australia (WA) have participated in school-based challenges – Canning Stock Route (1995), Pipeline (2001), Bibbulmun Track (2003) and Kimberley Health (2004). Classes ‘virtually travelled’ one of these routes by participation in physical activity and healthy lifestyle lessons relating to the key messages – eat healthy food and be more active to beat type 2 diabetes. Regional health promotion staff coordinated the challenges and awarded prizes to the best performing classes.

In 2006, Healthway funded an upgrade of these challenges. *Take the Challenge* is the result of reviewing previous Challenge materials and resources through teacher interviews and piloting in regional WA schools in 2009. The new materials are in line with the K-10 syllabus, physical activity recommendations for 5-18 year olds (2004), *Dietary Guidelines for Children and Adolescents in Australia* (2003) and current best practice. The content contributes to the achievement of the *WA Curriculum Framework, Health and Physical Education Learning Outcomes*.

Due to the increasing rates of Western Australian children who are overweight and obese and the lifestyle disease implications, teachers recommended the key messages be; be more active, drink water and eat healthy food to beat disease. The target is the lifestyle diseases – type 2 diabetes, heart disease and some cancers.

## 1.2 Benefits of promoting regular physical activity and healthy eating in your classroom.

By participating in *Take the Challenge*, schools, classrooms and individual students will achieve a number of significant educational and social outcomes e.g. improved school climate and enhanced educational aspirations. They will also benefit from the effects that regular physical activity has on making students more confident, self-assured and productive.

## 1.3 What is the aim of *Take the Challenge*?

The program aims to promote healthy lifestyle behaviours in students by:

- Developing their understanding of the importance of regular physical activity, eating healthy food and drinking water to beat disease.
- Developing their decision making skills.
- Fostering positive attitudes and behaviours that can inform and enhance the quality of their own and others’ lives.
- Involving parents and the community to reinforce the messages.



## 1.4 *Take the Challenge* endorses a health promoting schools approach.

A *health promoting schools approach* is the most effective way of making positive contributions to student health and learning outcomes.

The World Health Organisation (1995) defines a health promoting school as one in which “...all members of the school community work together to provide pupils with integrated and positive experiences and structures, which promote and protect their health. This includes both the formal and the informal curriculum in health, the creation of a safe and healthy school environment, the provision of appropriate health services and the involvement of the family and wider community in efforts to promote health”.



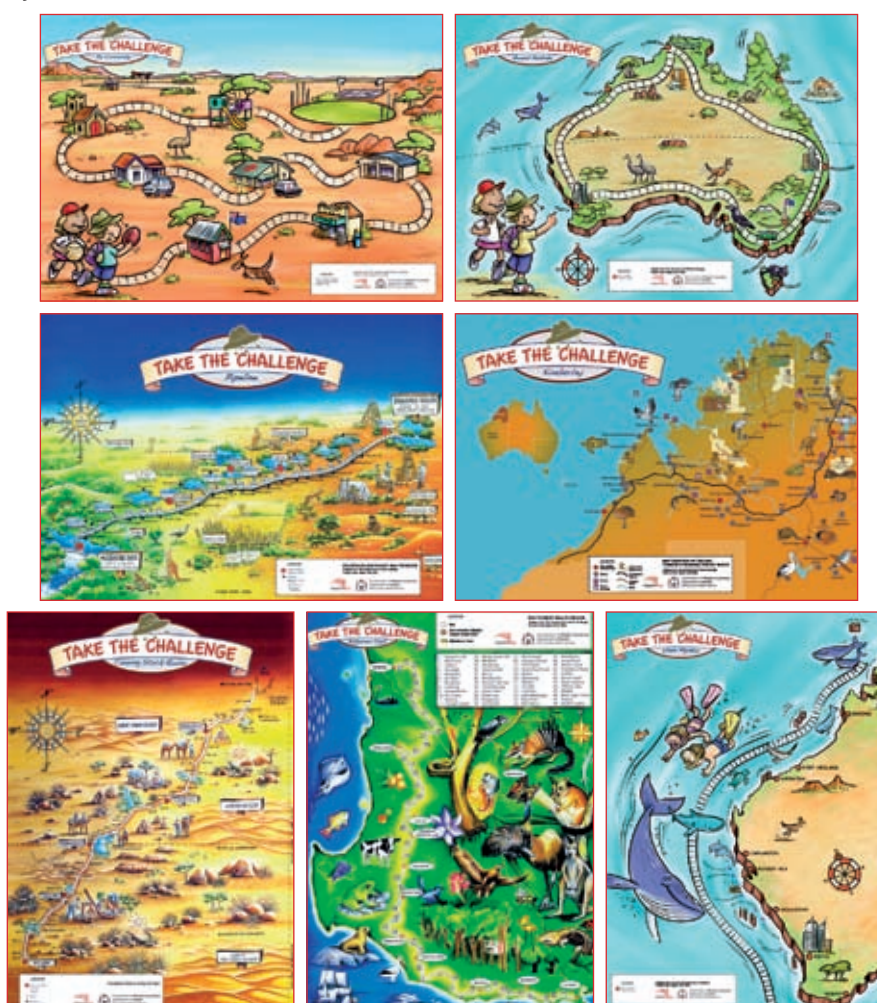


## 1.5 How your class can *Take the Challenge*?

Classes can *Take the Challenge* as part of a fun competition coordinated by regional Population Health Units. The competition runs for 8 weeks in Term 2 or 3, from Monday, week 2 to Friday, week 9.

Regional Population Health Units will send competition details to schools. Alternatively teachers can contact their local Population Health Unit (see Appendix 9 for contacts) or e-mail [takethechallenge@health.wa.gov.au](mailto:takethechallenge@health.wa.gov.au) for details.

Classes or schools enter the competition as a team and nominate the virtual route they want to travel when they register. There are seven routes available – the Canning Stock Route, Bibbulmun Track, Pipeline, Kimberley, Whale Migration (*suitable for years 4-10*) and 2 conceptual routes - Around Australia (*suitable for years 4-10*) and My Community (*suitable for years K-3*).



Over the duration of the challenge, teachers should aim for their class to participate in a minimum of two hours of physical activity and deliver at least one healthy lifestyle lesson every week. To facilitate this, healthy lifestyle lessons in this resource are integrated across all learning areas.

Alternatively, teachers are welcome to use the resources at any time.



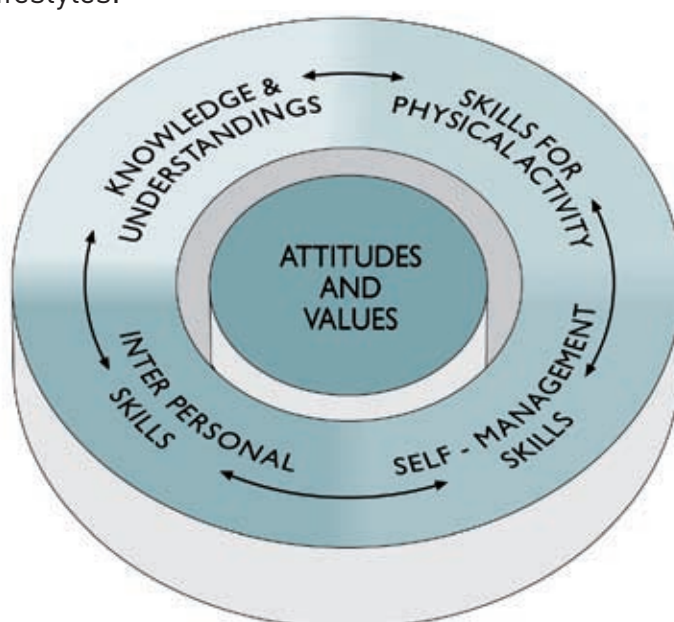
## 1.6 How does the program link to the Health and Physical Education Learning Area?

Participation in this program will provide students with opportunities to progress their achievement across: The Health and Physical Education Learning Area Outcomes and outcomes in a range of other Learning Areas (In every Module there are Health Promoting School Strategies and Extension Activities, across relevant learning areas):



Students know and understand health and physical activity concepts that enable informed decisions for healthy, active lifestyles.

Students demonstrate the movement skills and strategies for confident participation in physical activity.



Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.

Students demonstrate self-management skills that enable them to make informed decisions for healthy, active lifestyles.

Students exhibit attitudes and values that promote personal, family and community health and participation in physical activity.



## 1.7 What is the format of this resource?

The resource is designed in a developmental sequence from Early Childhood through Middle Childhood and Early Adolescence. Each phase of development includes four modules that target four key messages. Modules include at least one key focus that guides selection of appropriate content, knowledge or skills.

Module	Message	Phases of Development		
		Early Childhood	Middle Childhood	Early Adolescence
ONE	Be more active	<b>Focus 1:</b> The meaning of physical activity.  <b>Focus 2:</b> The effects of physical activity your body.  <b>Focus 3:</b> Choosing physical activities.	<b>Focus 1:</b> The benefits of being physically active.  <b>Focus 2:</b> Setting goals to increase physical activity.	<b>Focus 1:</b> The benefits of lifelong physical activity.  <b>Focus 2:</b> A plan for action.
TWO	Drink water	<b>Focus 1:</b> Why you need to drink water.  <b>Focus 2:</b> Choose water instead of other drinks.	<b>Focus:</b> Why water is best.	<b>Focus:</b> Why water is best - for your health, wallet and the environment.
THREE	Eat healthy food	<b>Focus 1:</b> Why your body needs healthy food.  <b>Focus 2:</b> Eat a variety of foods every day.  <b>Focus 3:</b> Preparing healthy food.	<b>Focus 1:</b> Making healthy food choices and reading food labels.  <b>Focus 2:</b> Investigating healthier food options.	<b>Focus 1:</b> Factors influencing food choices.  <b>Focus 2:</b> Getting the balance right.
FOUR	Beat disease	<b>Focus:</b> Healthy lifestyle choices can help you prevent disease.	<b>Focus:</b> Make healthy choices to prevent disease.	<b>Focus 1:</b> Identifying choices that prevent lifestyle diseases.  <b>Focus 2:</b> Taking action to make sure you live a happy and healthy life.



## 1.8 Structure of the modules

1. **An Overview** – focus areas, key understandings and key skills. *For example:*

### MODULE ONE: BE MORE ACTIVE

Key Understandings	Key Skills
Focus 1: <i>The meaning of physical activity.</i>	
<ul style="list-style-type: none"><li>Physical activity is something that makes you 'huff and puff' and keeps you healthy.</li></ul>	<ul style="list-style-type: none"><li>Identify physical activities that make you 'huff and puff'.</li></ul>

2. **Links to the Curriculum Framework** - E.g. Early Childhood Module One: Be more active

Health & Physical Education outcomes



### 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"><li>'Huff and puff' describes physical activity.</li></ul>	<p>Communicating</p> <ul style="list-style-type: none"><li>Expressing opinions about physical activity.</li></ul>	<p>Managing emotions</p> <ul style="list-style-type: none"><li>Identifying positive consequences of being physically active and the negative consequences of being sedentary.</li></ul>

3. **A series of consecutive Modules including Teacher Notes** – designed to guide teacher preparation for creating learning opportunities. Note: Guidesheets are provided to support student learning.

Teacher Notes	Activities
<p><b>Preparation:</b> 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>



**4. Additional Health Promoting School Strategies** – designed to extend the program beyond the classroom into the whole school environment and the community.

**5. Extension Activities** – designed to extend/challenge students academically across a range of learning areas. For example:

The Arts	English
Visual Arts Processes	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...

**6. Supplementary Resources** – annotated print and non-print resources including online links for teachers and students.

**7. Appendices** – additional support materials for teachers and students.

### **What assessment opportunities are available in this program?**

Guidesheets, suggested activities or research topics may be used to support student assessment.

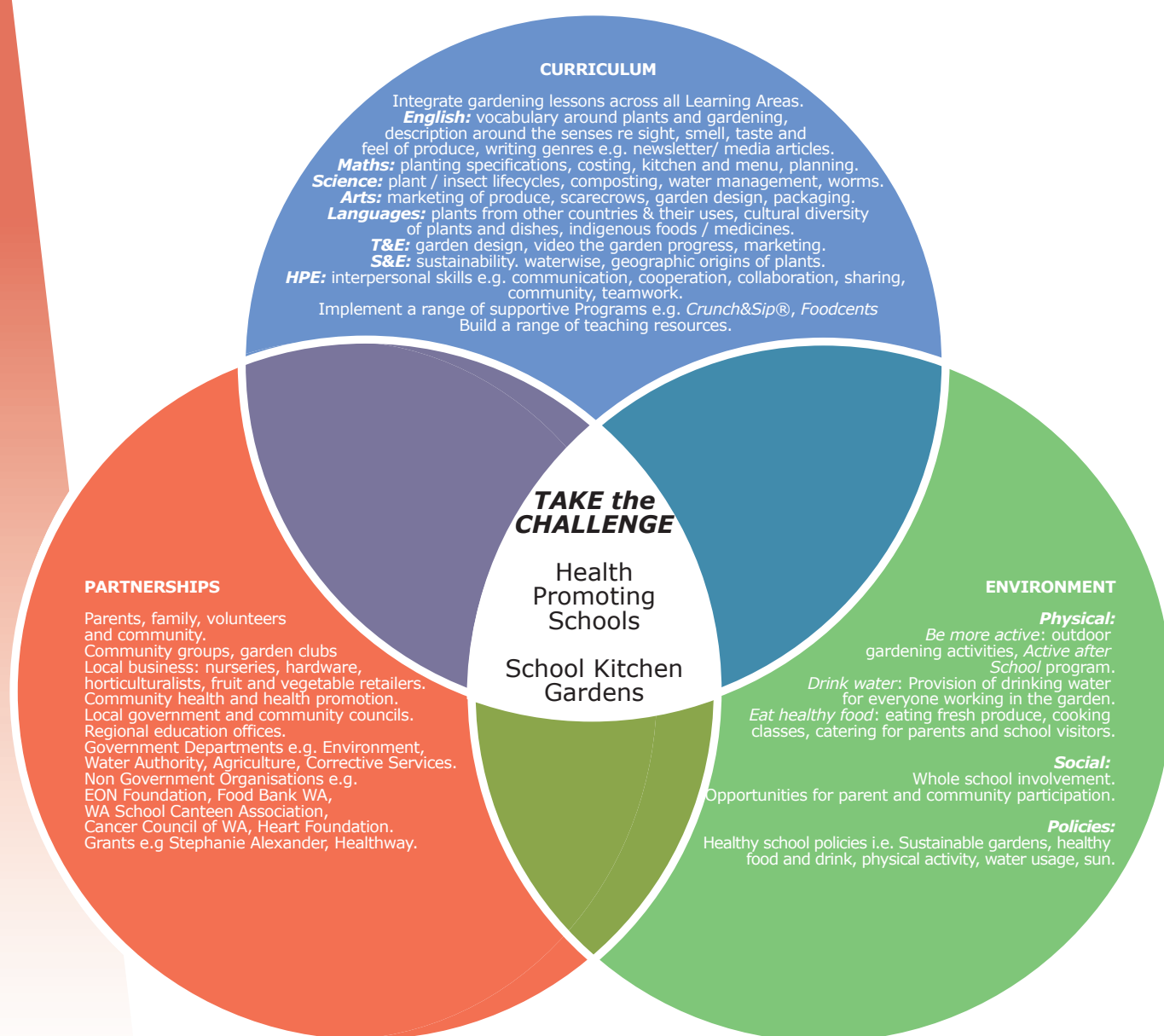




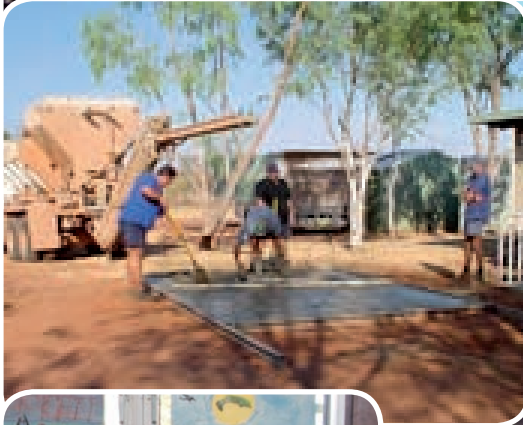
## 1.9 School Kitchen Gardens

School kitchen gardens complement the aims of *Take the Challenge* in the prevention of lifestyle disease through encouraging students to be more active and eat healthy food. Classes participating in the competition who create and maintain a school kitchen garden should include all garden and related classroom activities in the competition.

School Kitchen Garden - The Health Promoting School Framework in action.







Acknowledgement: Images from the Five Rivers Garden Project, St Joseph's School Wyndham 2003



## **2.0 Some books to support this resource**

Books referred to in this resource:

1. Bermiss, A.L. and Wilson-Max, K. (2004). Just for You! I Hate To Be Sick. Scholastic Inc., New York.
2. Carle, E. (1999). From Head to Toe. Harper Festival Books.
3. Carle, E. (1969). The Very Hungry Caterpillar. Hamish Hamilton. London.
4. Chandler, S. (2004). Vegetable Glue. Meadowside Children's Books. London.
5. Cole, J. (1996). The Magic School Bus Inside the Human Body. Scholastic, New York.
6. Ehlert, L. (1994). Eating the Alphabet: Fruits & Vegetables from A to Z. Harcourt Brace Big Book, Florida.
7. Hoban, R. (1964). Bread and Jam for Frances. Harper Collins Children's Books, New York.
8. Roca, N and Curto, R.M. (2006). Let's Take Care of Our New Cat. Barron's Educational Series Inc.
9. Seuss Dr. (1960). Green Eggs and Ham. Random House, New York.
10. Sharmat M. (1980). Gregory, the Terrible Eater. Simon & Schuster Books for Young Readers, New York.





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

## MODULE TWO: DRINK WATER

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



## 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"><li>• Your body needs healthy food to function properly and prevent disease.</li><li>• Healthy food is the correct fuel your body needs to function at its best.</li><li>• Healthy food is 'every day' food. Not so healthy food is 'sometimes' food.</li><li>• Enjoy a variety of foods every day based on <i>The Australian Guide to Healthy Eating</i>.</li></ul>	<ul style="list-style-type: none"><li>• Share your opinions about why it is important to eat healthy food.</li><li>• Identify consequences of always eating 'sometimes' (not so healthy) food.</li></ul>
<i>Focus 2: Eat a variety of foods every day.</i>	
<ul style="list-style-type: none"><li>• 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.</li><li>• Each of these food groups works together as a team to create a balanced, nutritious diet.</li></ul>	<ul style="list-style-type: none"><li>• Monitor your diet in terms of the <i>The Australian Guide to Healthy Eating</i>.</li><li>• Share your opinions about eating healthy foods.</li><li>• Identify and classify healthy foods into food groups.</li></ul>
<i>Focus 3: Preparing healthy food.</i>	
<ul style="list-style-type: none"><li>• There are many stages involved in preparing food to eat - purchasing, preparation, cooking, cleaning up and eating.</li><li>• Food choices are influenced by factors such as culture, budget, time and skills.</li></ul>	<ul style="list-style-type: none"><li>• Prepare and cook healthy food.</li><li>• Identify the factors that help you make healthy food choices.</li></ul>

## 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"><li>• Healthy choices can prevent a range of lifestyle diseases such as type 2 diabetes, heart disease and some cancers.</li><li>• Important lifestyle choices include regular physical activity, drinking water and eating a healthy diet.</li></ul>	<ul style="list-style-type: none"><li>• Share your opinions about a range of lifestyle diseases and how to prevent them.</li><li>• Identify more than one option in relation to maintaining a healthy lifestyle to prevent disease.</li></ul>



## OVERVIEW OF EARLY CHILDHOOD MODULE ONE: BE MORE ACTIVE

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





## 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><b>Preparation:</b> 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><b>Preparation:</b> Part B of Guidesheet 1.</p> <p><b>Content:</b> 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"> <li>Using Part B of Guidesheet 1, draw some of the activities you do after school.</li> <li>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.</li> <li>Put a star next to the ones that make you 'huff and puff'.</li> </ol>
<p><b>Preparation:</b> 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><b>Content:</b></p> <ol style="list-style-type: none"> <li>Heart – pumps blood around your body.</li> <li>Muscles and skeleton – hold up your body.</li> <li>Arteries and veins – water pipes for your blood.</li> <li>Lungs – brings fresh air into the body and removes waste air.</li> </ol>	<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"> <li>Work with a partner to point to and name the body parts mentioned in the reading.</li> <li>Look at Guidesheet 2. With a partner point to each organ or body part and describe what you think it does during physical activity.</li> <li>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.</li> </ol>
<p><b>Preparation:</b> 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"> <li>Using the pictures from Guidesheet 2, draw small pictures of each of the 6 body parts in each square on your bingo sheet.</li> <li>Using coloured counters, play a game of body parts bingo.</li> </ol>



## 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	English
Visual Arts Processes	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	Society and Environment
Measurement	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><b>Preparation:</b> 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><b>Content:</b> 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"> <li>In a group brainstorm share your ideas about the benefits of regular physical activity.</li> <li>In a pair-share activity, discuss the unhealthy effects of being inactive.</li> <li>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.</li> <li>After participating in some physical activities, share with a partner what may have changed in your body and how you now feel.</li> <li>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"> <li>A 'before' physical activity feeling.</li> <li>An 'after' physical activity feeling.</li> </ul> </li> </ol>
<p><b>Preparation:</b> Write the following sentence starters on a whiteboard or chart:</p> <ul style="list-style-type: none"> <li>I feel hot because ...</li> <li>I huff and puff because ...</li> <li>My heart beats faster because ...</li> <li>Playing active games is fun because....</li> </ul>	<ol style="list-style-type: none"> <li>Talk about some of the changes you can see and feel when you participate in <i>Take the Challenge</i>.</li> <li>Write about these changes using the sentence starters given to you by the teacher.</li> </ol>

## 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
Chance and Data	Writing
Collect heartbeat rates before and after physical activity. Graph class findings. Interpret data.	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.
	Reading
	Read a text that focuses on opposites.



### 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
<b>Preparation:</b> Poster-sized paper to create big books.	<i>Facilitate the creation of a big book of places where students can participate in physical activity in their community.</i>  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.
<b>Content:</b> Remind students of the <i>Take the Challenge</i> incentives;  i.e. 1 sticker = 15 minutes of physical activity.	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.
<b>Preparation:</b> Large sheets of paper prepared for pictographs.  <b>Content:</b> New activities could include: yoga, frisbee, old-time dancing, elastics or egg and spoon races.	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><b>The meaning and dimensions of health</b></p> <ul style="list-style-type: none"> <li>• Drinking water optimises personal health.</li> <li>• Healthy people drink water regularly.</li> </ul> <p><b>Growth and development</b></p> <ul style="list-style-type: none"> <li>• There are personal actions that can increase how much water you drink each day.</li> <li>• Your brain, muscles and blood are mostly water.</li> <li>• Water plays a role in almost all body functions.</li> </ul> <p><b>Ways to keep healthier and safer</b></p> <ul style="list-style-type: none"> <li>• Reducing the consumption of juices and soft drinks is a healthy option.</li> <li>• Your actions can encourage friends and family to drink water more regularly.</li> </ul> <p><b>Resources and consumer skills</b></p> <ul style="list-style-type: none"> <li>• There are people in the community who ensure your drinking water is safe.</li> <li>• Juices and soft drinks are expensive and not as healthy as water.</li> <li>• There are healthier options to these products.</li> </ul>	<p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Expressing opinions about drinking water and other drinks.</li> </ul> <p><b>Building and nurturing relationships</b></p> <ul style="list-style-type: none"> <li>• Showing care and concern during games and discussions.</li> </ul> <p><b>Cooperating and collaborating in groups</b></p> <ul style="list-style-type: none"> <li>• Using strategies to follow instructions to work with others.</li> </ul>	<p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>• Monitoring your water intake.</li> <li>• Monitoring the sugar intake of the drinks you consumed recently.</li> </ul> <p><b>Reviewing the situation</b></p> <ul style="list-style-type: none"> <li>• Taking responsibility to drink more water.</li> <li>• Identifying the positive and negative consequences to drinking soft drink and juice regularly.</li> <li>• Identifying ways to seek help from family and friends to drink more water or choose healthier alternatives.</li> </ul> <p><b>Planning before deciding</b></p> <ul style="list-style-type: none"> <li>• Identifying more than one option in relation to alternatives to juices and soft drinks.</li> </ul>





## 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><b>Preparation:</b> A selection of flowers, including garden flowers and natives, plus vases or bottles.</p> <p><b>Content:</b> 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"> <li>1. Collect some flowers and place them in a vase of water for one day.</li> <li>2. Observe the changes and discuss the results.</li> </ol>
<p><b>Preparation:</b> 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><b>Content:</b> 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"> <li>1. Discuss the questions/issues arising from the story.</li> <li>2. On a sheet of paper, list the reasons why you think humans need to drink water and share these with your class.</li> <li>3. Share with a partner what makes you feel thirsty.</li> <li>4. When does this occur? Why?</li> </ol>
<p><b>Preparation:</b> Photocopy Guidesheet 5: <i>Water and your body</i>, one for each student. 4 glasses or bottles.</p> <p><b>Content:</b> Pour water into 4 glasses so that the students can see what is meant by the fractions:</p> <ul style="list-style-type: none"> <li>o A <math>\frac{1}{2}</math> of a full glass of water</li> <li>o A <math>\frac{2}{3}</math> of a full glass of water</li> <li>o A <math>\frac{3}{4}</math> of a full glass of water and</li> <li>o A full glass of water.</li> </ul> <p>Water content of the body:</p> <ul style="list-style-type: none"> <li>• <math>\frac{2}{3}</math> of your body is made up of water</li> <li>• <math>\frac{3}{4}</math> of your blood is made up of water</li> <li>• <math>\frac{3}{4}</math> of your brain is made up of water</li> <li>• <math>\frac{3}{4}</math> of your muscles are made up of water.</li> </ul>	<p><i>Introduce the idea that there is a lot of water in our body:</i></p> <ol style="list-style-type: none"> <li>1. Discuss in groups what is meant by these fractions <math>\frac{1}{2}</math>, <math>\frac{2}{3}</math> and <math>\frac{3}{4}</math>.</li> <li>2. Using Guidesheet 5, guess how much water there is in certain parts of your body.</li> <li>3. Colour in pie graphs to show the amount of water in each of the parts of your body discussed in class.</li> </ol>



## ADDITIONAL HEALTH PROMOTING SCHOOL STRATEGIES

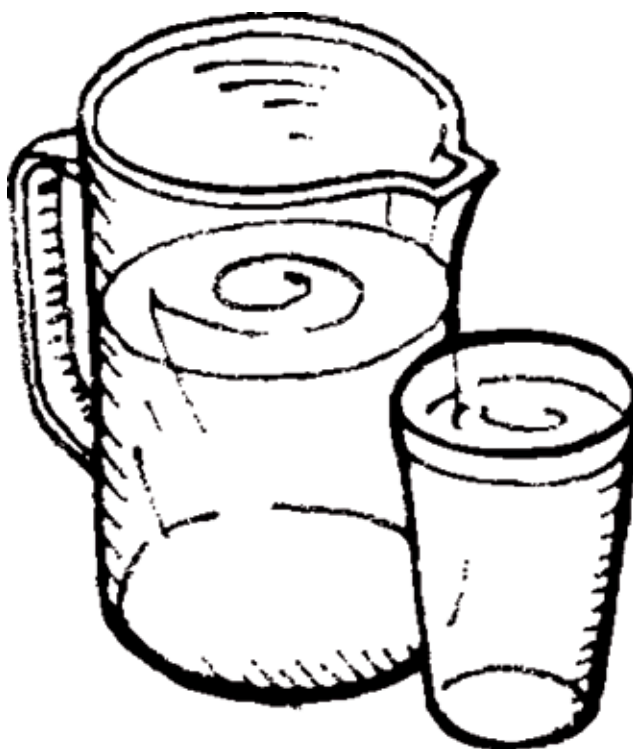
- Invite your school nurse or a nutritionist to the class to talk about why the body needs water.

## EXTENSION ACTIVITIES

Science	English
Life and Living	Writing
<p>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?</p>	<p>Complete unfinished sentences: E.g. I feel thirsty when...</p> <p>Create a vocabulary list of words to describe water e.g. clean, cool, refreshing, moist.</p>
Technology and Enterprise	
Technology Process	
<p>Make a large poster in groups to represent the information from Guidesheet 5. Display posters around the school near water coolers.</p>	

## 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><b>Preparation:</b> Invite a dental therapist, dentist, school nurse or nutritionist to talk about the effects of drinking drinks with high levels of sugar.</p> <p><b>Content:</b> 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><b>Preparation:</b> Photocopy Guidesheet 6: <i>Guided decision-making model</i>, one for each group.</p> <p><b>Content:</b> 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"><li>1. In groups, use Guidesheet 6 to provide solutions for each scenario.</li><li>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.</li><li>3. Explain to your family why it is important to choose water or other healthy alternatives to drink.</li></ol>



## 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
<p>Sing the words of the following song to the tune of <i>Twinkle Twinkle Little Star</i>:</p> <p><i>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.</i></p>	<p>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?</p>

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



## 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><b>Preparation:</b> Photocopy Guidesheet 7: <i>Mini project</i>, one for each student.</p> <p><b>Content:</b> 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"> <li>1. Discuss why you should eat healthy food.</li> <li>2. Mini project – answer the questions in Guidesheet 7 and report your answers back to the class.</li> </ol>
<p><b>Preparation:</b> A text about eating food e.g. <i>The Very Hungry Caterpillar</i>, by Carle.</p> <p><b>Content:</b> 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><b>Preparation:</b> Photocopy Appendix 1A: <i>The Australian Guide to Healthy Eating</i> and Appendix 1B: <i>Enjoy a variety of foods every day</i>, in A3 format. Selection of food pictures that include a both 'everyday' and 'sometimes' foods.</p> <p><b>Content:</b> 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"> <li>1. Using the pictures provided, find examples of 'everyday' foods and 'sometimes' foods and cut these out.</li> <li>2. Place the pictures of food in the correct position on the food plate.</li> </ol>
<p><b>Preparation:</b> 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><b>Content:</b> 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"> <li>1. Complete Guidesheet 8.</li> <li>2. Your teacher will put you into groups and you will all have a turn playing with the puppet.</li> <li>3. You can ask the puppet questions about the food we eat e.g. <ul style="list-style-type: none"> <li>o What have you eaten today?</li> <li>o What are 'everyday' and 'sometimes' foods?</li> <li>o Why it is important to eat a variety of food?</li> </ul> </li> <li>4. Show how your puppet reacts when 'eating' a lunch that includes 'everyday' food and then 'sometimes' food.</li> </ol>





## 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

The Arts	English
Visual Arts Processes	Writing and Reading
<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>
Mathematics	Science
Number	Life and Living
<p>Play snap with a partner using your own sets of cards developed in the T &amp; 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>
Technology and Enterprise	
Technology Processes	
<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;</p> <p>card 2 = 2 carrots;</p> <p>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>.
- *Food for health – Dietary Guidelines for Children and Adolescents in Australia*. (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><b>Preparation:</b> 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><b>Content:</b> 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>Dietary Guidelines for Children and Adolescents 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"><li>1. Place a label into each hula-hoop.</li><li>2. Using the food models, decide in which section of the food plate the food belongs.</li><li>3. Place the food models into the hula-hoops representing each of the food groups in the food plate.</li></ol>
<p><b>Preparation:</b> 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><b>Content:</b> Set up a 'have a go' themed day where students are encouraged to try new healthy foods. This could be linked to the 'Crunch&amp;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"><li>1. Share your favourite foods/meals.</li><li>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.</li><li>3. Get ready to handle food. What do you need to do?</li><li>4. Make some patterns with the food you have been given e.g. pictures, faces, rainbows and flowers.</li><li>5. Explain your 'picture' or 'pattern' in small groups.</li><li>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.</li><li>7. Discuss what you think about when choosing what to eat.</li></ol>

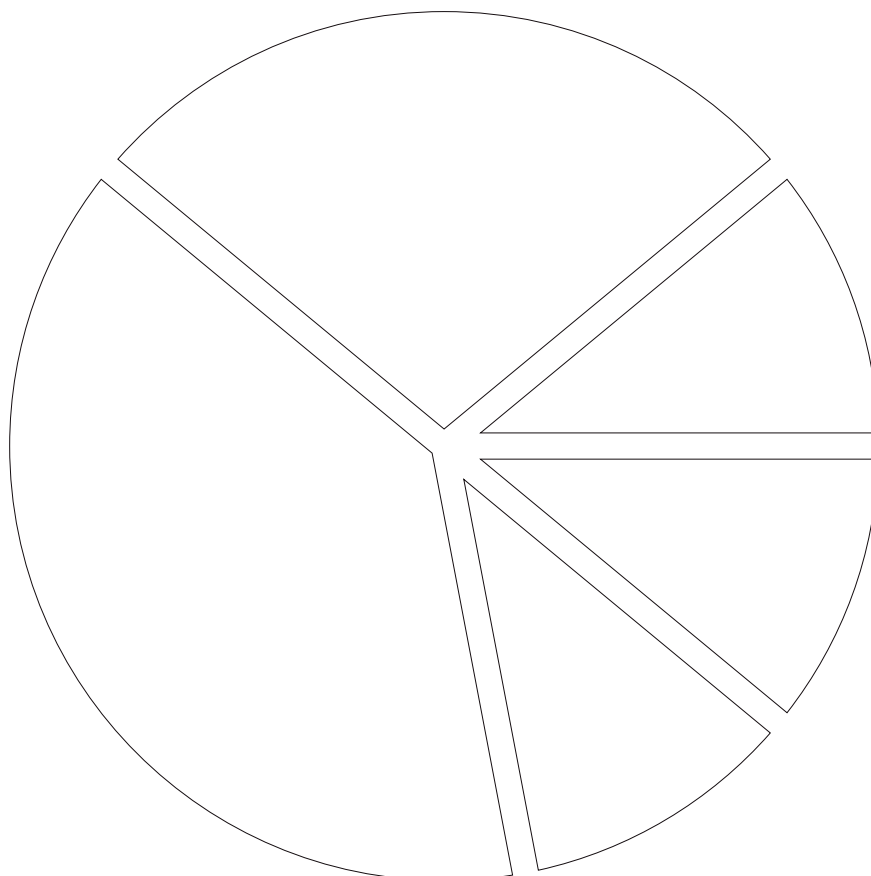


## ADDITIONAL HEALTH PROMOTING SCHOOL STRATEGIES

- 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><b>The Arts</b></p> <p>Media Processes</p>	<p><b>English</b></p> <p>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><b>Mathematics</b></p> <p>Number</p>	<p><b>Technology and Enterprise</b></p> <p>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 - Enjoy a variety of foods every day.



### 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><b>Preparation:</b> Simple/colourful cookbooks e.g. <i>Kids in the Kitchen</i> cookbook.</p> <p>Supermarket food catalogues.</p> <p><b>Content:</b> 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"><li>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.</li><li>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.</li><li>3. Explain why you might or might not choose these foods.</li><li>4. Decide on final snack. Make a list of the food required plus any other items you will need e.g. paper plates, serviettes.</li><li>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.</li></ol>



## 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

<p><b>The Arts</b></p> <p>Visual Arts Processes</p>	<p><b>English</b></p> <p>Writing</p>
<p>Decorate and laminate paper placemats for a gift for guests.</p>	<p>Create a class big book of your healthy snacks recipes.</p> <p>Students give oral or write instructions on how to find bush foods.</p>
<p><b>Mathematics</b></p> <p>Number</p>	<p><b>Society and Environment</b></p> <p>Culture</p>
<p>In small groups calculate the cost of hosting a breakfast - how much will the food, drink, serviettes, plates etc cost?</p>	<p>Discuss special foods eaten by different cultures.</p>
<p><b>Technology and Enterprise</b></p> <p>Technology Processes</p>	
<p>Use digital cameras to record the breakfast for your parents and/or carers event and publish an article in local newspaper. etc.</p>	

## 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>.
- Community Café. See URL: <http://www.human-race.org/community-new/> (select community café, meal recipes and great snack ideas).



## OVERVIEW OF EARLY CHILDHOOD MODULE FOUR: BEAT DISEASE

Knowledge & Understandings	Interpersonal Skills	Self Management Skills
<p><b>The meaning and dimensions of health</b></p> <ul style="list-style-type: none"> <li>Healthy choices can prevent a range of lifestyle diseases such as type 2 diabetes, heart disease and some cancers.</li> </ul> <p><b>Growth and development</b></p> <ul style="list-style-type: none"> <li>There are personal actions such as regular physical activity, drinking water and eating a healthy diet that can prevent lifestyle diseases.</li> </ul> <p><b>Social and emotional wellbeing</b></p> <ul style="list-style-type: none"> <li>Lifestyle choices such as being physically active and having friends improve social and emotional wellbeing.</li> </ul> <p><b>Ways to keep healthier and safer</b></p> <ul style="list-style-type: none"> <li>Your actions can encourage friends and family to engage in a healthy lifestyle.</li> </ul>	<p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>Expressing opinions about lifestyle diseases and ways to prevent them.</li> </ul> <p><b>Building and nurturing relationships</b></p> <ul style="list-style-type: none"> <li>Showing care and concern during games and discussions.</li> </ul> <p><b>Cooperating and collaborating in groups</b></p> <ul style="list-style-type: none"> <li>Using strategies to follow instructions to work with others.</li> </ul>	<p><b>Reviewing the situation</b></p> <ul style="list-style-type: none"> <li>Taking responsibility for your lifestyle choices.</li> <li>Identifying positive and negative consequences of lifestyle choices.</li> </ul> <p><b>Planning before deciding</b></p> <ul style="list-style-type: none"> <li>Identifying more than one option in relation to healthy lifestyle options you can undertake.</li> </ul>





## 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><b>Preparation:</b> A text that introduces the concept of making choices in life e.g. <i>The Three Little Pigs</i>.</p> <p><b>Content:</b> 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"><li>1. If you brush your teeth you will have a clean mouth (short term) and you will prevent tooth decay (long term).</li><li>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).</li></ol>	<p>Share 'traditional' texts with the students about making choices e.g. <i>The Three Little Pigs</i>/ <i>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"><li>1. Talk about the choices the characters made in each story and tell us what you would do in the same situation.</li><li>2. Do you think the actions and choices we make have outcomes or consequences? Share some examples from your life.</li><li>3. Brainstorm a range of choices you can make to prevent getting sick and write these. Start with this sentence stem:</li></ol> <p><i>I choose to remain healthy by:</i></p>
<p><b>Preparation:</b> 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><b>Content:</b> 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>	<ol style="list-style-type: none"><li>1. Read the big book: <i>What is Type 2 Diabetes?</i></li><li>2. Answer the questions in Guidesheet 10 in oral or written form.</li><li>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).</li><li>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.</li></ol>



## 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

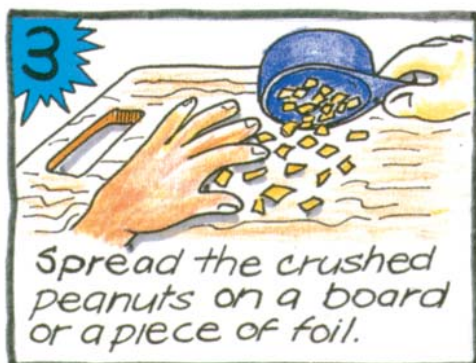
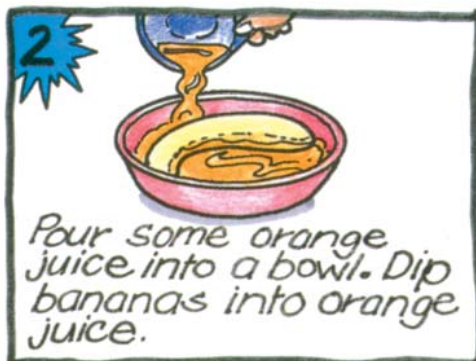
Imagine a crunchy banana ice-cream! Banana Freezies are ice creams that you can make yourself. They are so-o-o-o delicious! Have them waiting for you in your freezer for when you come home from school. Makes 10.

## 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





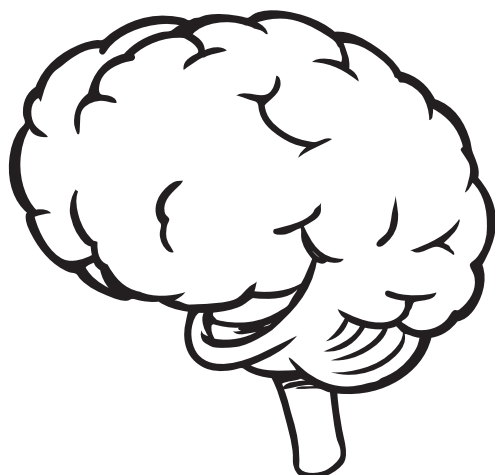
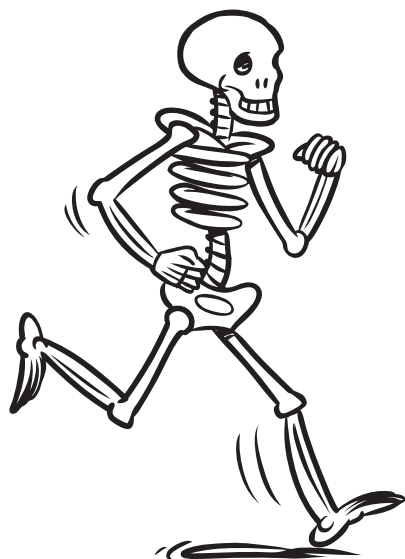
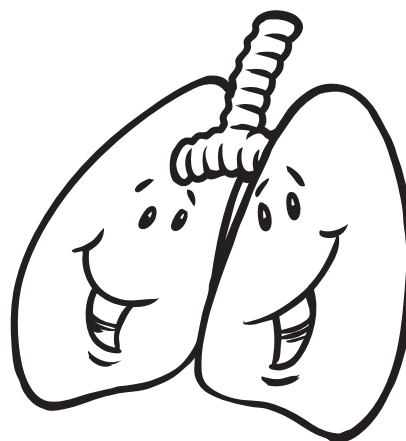
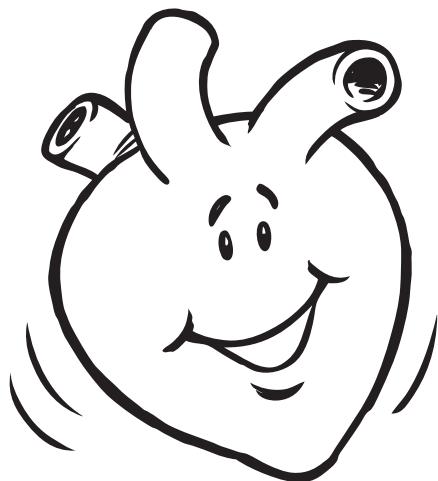
Activities you do at school and activities you do after school

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**

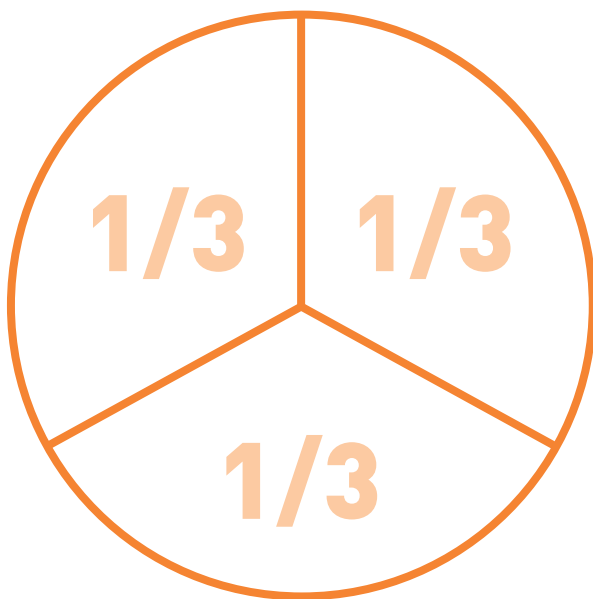
Is your skin hot/cold?	Is your breathing slow/fast?	Do you feel happy/sad?
Is your skin dry/wet?	Do you feel tired/energetic?	Is your heart beating fast/slow?



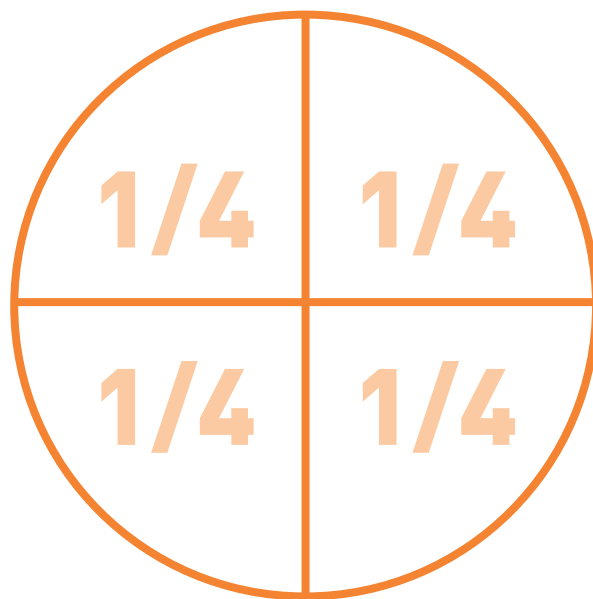


## Water and your body

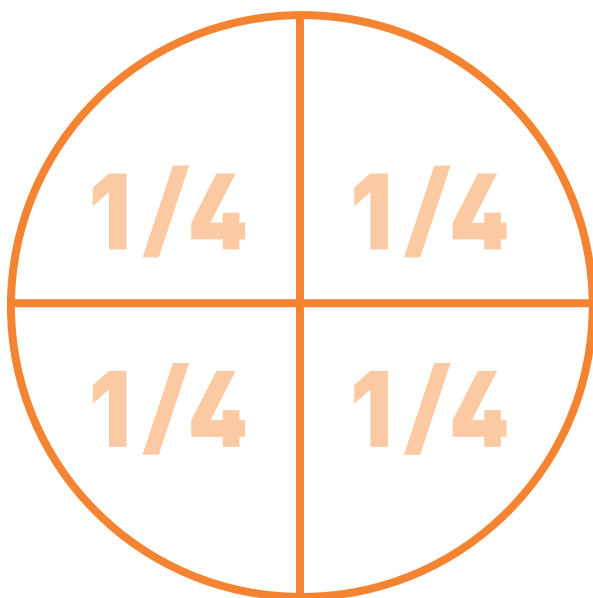
1.  
How much of your whole body is made up of water?



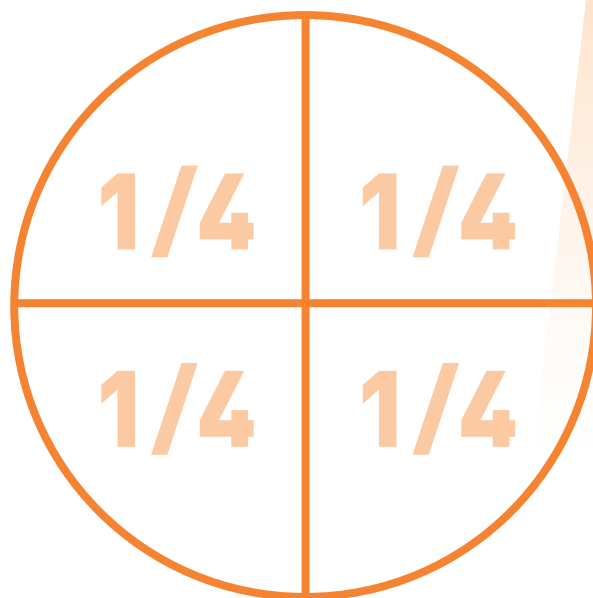
2.  
How much of your blood is made up of water?



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? \_\_\_\_\_

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2. What are the choices? \_\_\_\_\_

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

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

---

---

5. What would you do? \_\_\_\_\_

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## 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 .....

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---

5. I would not eat this food again because .....

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---

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

---

7. This food tastes .....

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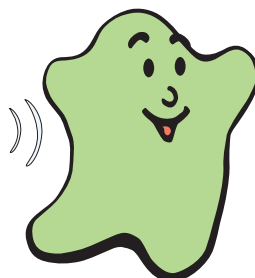
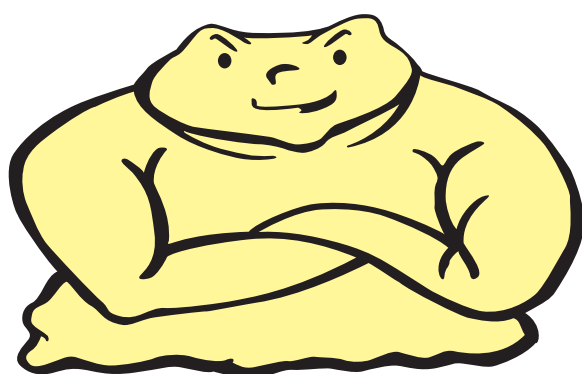
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What is type 2 diabetes?

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?

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

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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?

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

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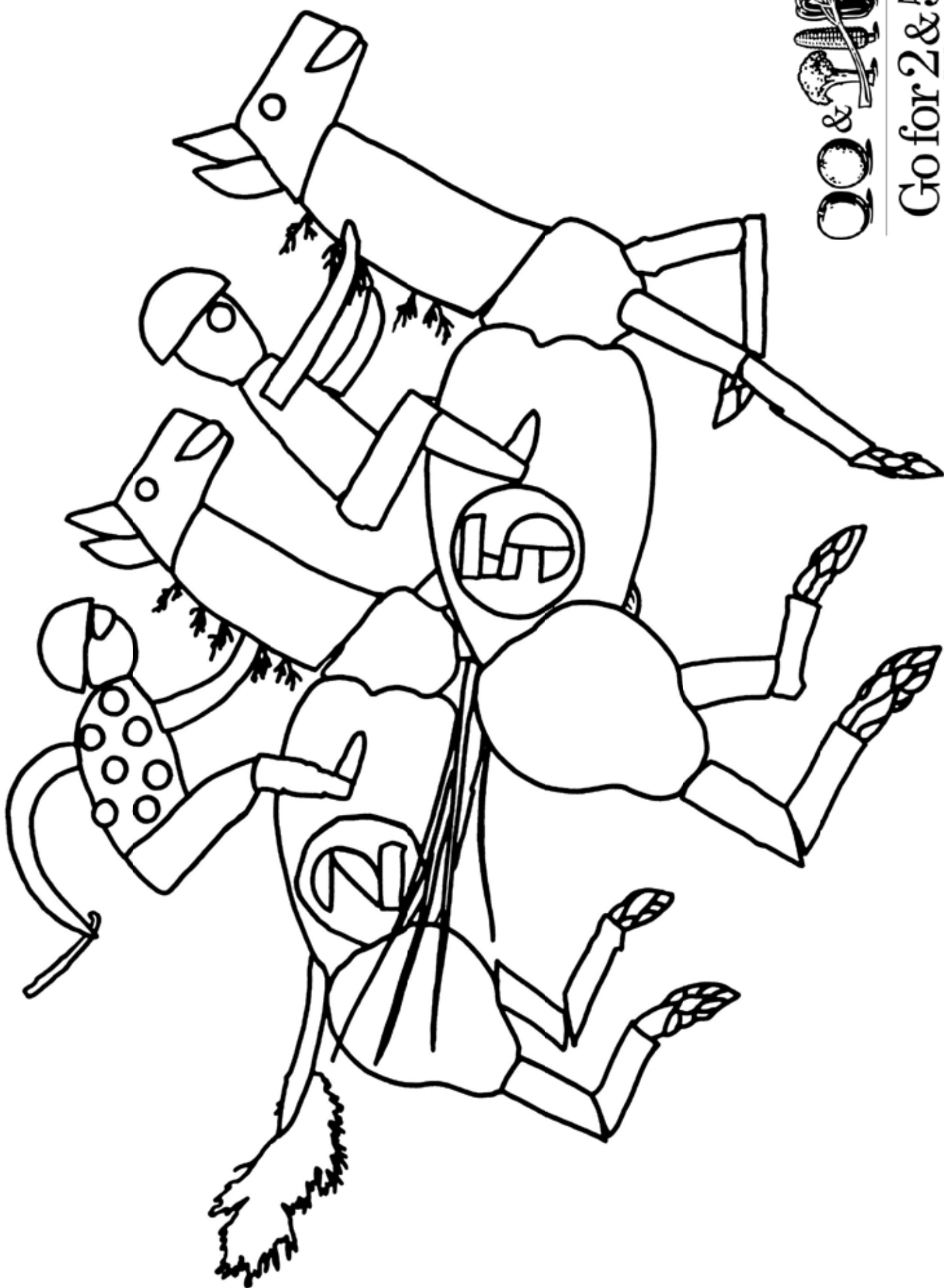
If you were Croc, what would you drink?

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Go for 2 & 5<sup>®</sup>  
FRUIT  
VEG



# 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
Focus 1: <i>The benefits of being physically active.</i>	
<ul style="list-style-type: none"><li>Regular physical activity has physical, mental and social benefits.</li><li>Your body's response to physical activity.</li></ul>	<ul style="list-style-type: none"><li>Share your opinions about a range of physical activities.</li><li>Identify the benefits of engaging in regular physical activity.</li></ul>
Focus 2: <i>Setting goals to increase physical activity.</i>	
<ul style="list-style-type: none"><li>You need to engage in at least 60 minutes of moderate to vigorous physical activity every day.</li><li>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.</li><li>Facilities and services are available in the community to promote regular physical activity.</li><li>Teachers, parents and friends are important sources of information and support.</li></ul>	<ul style="list-style-type: none"><li>Create new games that involve physical activity.</li><li>Follow rules associated with these games.</li><li>Contribute to group cohesiveness.</li><li>Monitor your physical activity levels and set a goal to increase them.</li><li>Identify the sporting and physical activity facilities/resources available in your community.</li></ul>

## MODULE TWO: DRINK WATER

Key Understandings	Key Skills
Focus: <i>Why water is best.</i>	
<ul style="list-style-type: none"><li>You need to drink 6-8 glasses of water every day to maintain most body functions.</li><li>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.</li><li>Choosing water over alternative drinks has a range of health and environmental benefits.</li><li>Fruit juices, sports, energy and soft drinks contain large amounts of sugar.</li></ul>	<ul style="list-style-type: none"><li>Monitor your sugar intake from the drinks you consume.</li><li>Identify health consequences of drinking alternative drinks on a regular basis.</li><li>Identify environmental issues associated with the packaging of beverages.</li><li>Identify ways to seek help from family and friends to drink more water or healthier options.</li></ul>



## MODULE THREE: EAT HEALTHY FOOD

Key Understandings	Key Skills
Focus 1: <i>Making healthy food choices and reading food labels.</i>	
<ul style="list-style-type: none"><li>• Your body needs a variety of food to function properly and prevent diseases.</li><li>• Enjoy a variety of food every day based on <i>The Australian Guide to Healthy Eating</i>.</li><li>• Reading food labels on processed foods helps you make healthier choices.</li><li>• '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.</li></ul>	<ul style="list-style-type: none"><li>• Share your opinions about why it is important to eat healthy food.</li><li>• Make healthy food choices using <i>The Australian Guide To Healthy Eating</i>.</li><li>• Identify and select healthier alternatives to food that is high in saturated fat, sugar and/or salt.</li></ul>
Focus 2: <i>Investigating healthier food options.</i>	
<ul style="list-style-type: none"><li>• Eating too much can make you fat, cause heart disease, type 2 diabetes and some cancers.</li><li>• Your body only needs a small amount of dietary fat.</li><li>• There are 'good fats' called mono or polyunsaturated fats that are found in most vegetable oils, nuts, seeds, fish and some margarine.</li><li>• 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.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Distinguish 'good fats' from 'bad fats'.</li><li>• Identify healthier options to foods with a high fat content.</li></ul>

## MODULE FOUR: BEAT DISEASE

Key Understandings	Key Skills
Focus: <i>Make healthy choices to prevent disease.</i>	
<ul style="list-style-type: none"><li>• Healthy lifestyle choices can prevent a range of diseases such as type 2 diabetes, heart disease and some cancers.</li><li>• Important lifestyle choices include being physically active, drinking water and eating a healthy diet.</li><li>• There are people in your community who can help you prevent lifestyle diseases.</li></ul>	<ul style="list-style-type: none"><li>• Share your opinions about a range of lifestyle diseases and how to prevent them to a range of audiences.</li><li>• Identify more than one option in relation to maintaining a healthy lifestyle to prevent disease.</li></ul>





## OVERVIEW OF MIDDLE CHILDHOOD MODULE ONE: BE MORE ACTIVE

Knowledge & Understandings	Interpersonal Skills	Self Management Skills
<p><b>The meaning and dimensions of health</b></p> <ul style="list-style-type: none"> <li>Your attitude to regular physical activity is important.</li> <li>You need to engage in at least 60 minutes of moderate to vigorous physical activity every day.</li> <li>You should spend no more than 2 hours a day using electronic media for entertainment.</li> </ul> <p><b>Growth and development</b></p> <ul style="list-style-type: none"> <li>A range of factors influence your decision to engage in regular physical activity.</li> <li>A range of factors make it easier to engage in regular physical activity.</li> </ul> <p><b>Physical, social and emotional wellbeing</b></p> <ul style="list-style-type: none"> <li>Regular physical activity has physical, mental and social benefits.</li> <li>Your actions can encourage friends and family to engage in physical activity.</li> </ul> <p><b>Resources and consumer skills</b></p> <ul style="list-style-type: none"> <li>Facilities and services are available in the community to promote regular physical activity.</li> </ul>	<p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>Expressing opinions about a range of physical activities and sport.</li> <li>Monitoring own and others' non-verbal behaviours and active listening skills.</li> </ul> <p><b>Building and nurturing relationships</b></p> <ul style="list-style-type: none"> <li>Showing care and concern during games and discussions.</li> </ul> <p><b>Cooperating and collaborating in groups</b></p> <ul style="list-style-type: none"> <li>Contributing to group cohesiveness and effectiveness.</li> <li>Adapting communication skills and following rules associated with new games.</li> </ul>	<p><b>Utilising resources</b></p> <ul style="list-style-type: none"> <li>Identifying how family, peers, teachers and the media can influence your attitude towards physical activity.</li> <li>Investigating the sporting and physical activity facilities/resources available in your community.</li> </ul> <p><b>Reviewing the situation</b></p> <ul style="list-style-type: none"> <li>Identifying barriers and enablers to engaging in regular physical activity.</li> </ul> <p><b>Planning before deciding</b></p> <ul style="list-style-type: none"> <li>Making decisions to overcome barriers to regular physical activity.</li> <li>Identifying more than one option in relation to the physical activities you can undertake.</li> <li>Considering the people, resources and skills required to achieve a short-term goal to become more physically active.</li> </ul> <p><b>Deciding and acting</b></p> <ul style="list-style-type: none"> <li>Choosing a short-term goal to be more active and reflecting on your progress.</li> </ul> <p><b>Monitoring and evaluating</b></p> <ul style="list-style-type: none"> <li>Monitoring the effectiveness of your decisions to overcome barriers to regular physical activity.</li> </ul>



## 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><b>Preparation:</b> 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"><li>1. Think about the physical activities you enjoy and write these on a piece of paper.</li><li>2. In small groups use a large sheet of paper to cluster activities under the following headings:</li></ol> <p><b>Organised sports   Games   Other activities</b></p> <ol style="list-style-type: none"><li>3. Discuss the reasons you chose particular activities. Use the questions on Guidesheet 1 as a guide.</li></ol>
<p><b>The Lungs</b></p> <p><b>Preparation:</b> Balloons, one for each student</p> <p><b>Content:</b> 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"><li>1. Practise deep breathing.</li><li>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?</li><li>3. Answer these questions:<ul style="list-style-type: none"><li>o Who took the least number of breaths to blow up the balloon?</li><li>o Why was this so?</li></ul></li><li>4. How can you improve the efficiency of your lungs?</li></ol>
<p><b>The Heart</b></p> <p><b>Content:</b> 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"><li>1. In pairs, find your partner's pulse.</li><li>2. What did you feel? Count how many beats in 30 seconds.</li><li>3. Jog on the spot for 30 seconds. Count your pulse.</li><li>4. What did you find?</li><li>5. What happened to your breathing during this activity?</li><li>6. Discuss the relationship between your heart rate and breathing before, during and after physical activity.</li></ol>



## 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>.
- Information for teachers' section. See URL: <http://www.dsr.wa.gov.au/teachers>.



## 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><b>Preparation:</b> Photocopy Guidesheet 4 in A3: <i>T-chart and cloze activity</i>, one for each group.</p> <p><b>Content:</b> 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"> <li>1. Add up the number of minutes you have engaged in moderate to vigorous physical activity in the last three days.</li> <li>2. How does this compare to the recommended physical activity levels?</li> <li>3. Add up the number of minutes you have spent using electronic media for entertainment in the last three days.</li> <li>4. How does this compare to the recommendations?</li> <li>5. Answer these questions in small groups: <ul style="list-style-type: none"> <li>o Did you spend more than 2 hours on any day using electronic media for entertainment?</li> <li>o If so, what alternative activities could you have done?</li> <li>o Did you reach the recommended physical activity target?</li> <li>o If not, how could you reach the target?</li> <li>o If you did, was it easy/difficult?</li> <li>o What would make it easier?</li> </ul> </li> <li>6. Complete Guidesheet 4.</li> </ol>
<p><b>Preparation:</b> 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"> <li>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.</li> <li>2. Pass your envelopes onto other groups and repeat the process without looking at the previous groups' responses.</li> <li>3. Share contents of your final envelope and report the most popular options back to the whole class.</li> </ol>



## 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

English	Society and Environment
Writing	Culture
Using procedural text genre, students describe the process of setting up a tabloid sport.	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).
Speaking and listening skills developed when students explain tabloid activities to peers.	
Mathematics	Technology and Enterprise
Chance and Data	Technology Processes
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.	Record the class Tabloid Olympics on either a digital camera or video.

## SUPPLEMENTARY RESOURCES

- *Active kids are healthy kids. Australia's physical activity recommendations for 5-12 year olds.* (Appendix 5A). See URL: <http://www.health.gov.au/internet/main/publishing.nsf/Content/Home>.
- 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.
- Traditional Indigenous games. See URL: <http://www.creativespiritsaboriginalculture/sport/traditional-aboriginal-games.html>.
- Ideas for tabloid sports. See URL: <http://www.sportathonaustralia.com.au/ideas.htm>.





## OVERVIEW OF MIDDLE CHILDHOOD MODULE TWO: DRINK WATER

Knowledge & Understandings	Interpersonal Skills	Self Management Skills
<p><b>The meaning and dimensions of health</b></p> <ul style="list-style-type: none"> <li>• Drinking water optimises personal health.</li> <li>• Healthy people drink 6-8 glasses of water every day.</li> </ul> <p><b>Growth and development</b></p> <ul style="list-style-type: none"> <li>• There are a range of personal actions that can increase how much water you drink every day.</li> <li>• Your brain, muscles and blood are all mostly water.</li> <li>• Water plays a role in most body functions.</li> </ul> <p><b>Ways to keep healthier and safer</b></p> <ul style="list-style-type: none"> <li>• Reducing the consumption of juices, energy, sports and soft drinks is a healthy choice.</li> <li>• Your actions can encourage friends and family to drink water more often.</li> </ul> <p><b>Resources and consumer skills</b></p> <ul style="list-style-type: none"> <li>• There are people in the community who ensure your drinking water is safe.</li> <li>• Alternative drinks are expensive and not as healthy as water.</li> </ul>	<p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Expressing opinions about drinking water and other drinks.</li> </ul> <p><b>Building and nurturing relationships</b></p> <ul style="list-style-type: none"> <li>• Showing care and concern during games and discussions.</li> </ul> <p><b>Cooperating and collaborating in groups</b></p> <ul style="list-style-type: none"> <li>• Using strategies to follow instructions to work with others.</li> <li>• Contributing to group cohesiveness and effectiveness.</li> <li>• Adapting communication skills to suit the purpose of the group.</li> </ul>	<p><b>Monitoring your health</b></p> <ul style="list-style-type: none"> <li>• Monitoring your water intake.</li> <li>• Monitoring your sugar intake from drinks.</li> </ul> <p><b>Reviewing the situation</b></p> <ul style="list-style-type: none"> <li>• Taking responsibility for regular intake of water.</li> <li>• Identifying positive and negative consequences to drinking water instead of juices, energy, sports and soft drinks.</li> <li>• Identifying ways to seek help from family and friends to drink more water or healthier options.</li> </ul> <p><b>Planning before deciding</b></p> <ul style="list-style-type: none"> <li>• Identifying healthier alternatives to juices, energy, sports and soft drinks.</li> </ul>



## 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><b>Preparation:</b> 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><b>Content:</b> Explain that 75% or <math>\frac{3}{4}</math> 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"><li>1. With a partner, fill in the 'Before' column on Guidesheet 6.</li><li>2. You will complete Guidesheet 6 at the end of this module.</li><li>3. Share with a partner what makes you feel thirsty. When does this occur?</li><li>4. Suggest a range of situations when it is best to drink water.</li><li>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.</li></ol>



## 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
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.	Design posters with catchy slogans to encourage students to drink more water. Place around the school.
	Media Processes
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.	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.
English	Technology and Enterprise
Writing	Technology Processes
Write a rap about drinking more water and perform as an assembly item.	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.

## SUPPLEMENTARY RESOURCES

- Further information on why you should choose water. see URL: <http://www.healthy-kids.com.au/page/120/why-water> search for
- 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><b>The meaning and dimensions of health</b></p> <ul style="list-style-type: none"> <li>A healthy diet optimises personal health and prevents lifestyle diseases.</li> <li>Healthy people enjoy a variety of foods very day from <i>The Australian Guide to Healthy Eating</i>.</li> <li>Healthy food is 'every day' food. Not so healthy food is 'sometimes' food.</li> <li>Healthy people choose to eat food that is low in fat, saturated fat, sugar and salt.</li> </ul> <p><b>Growth and development</b></p> <ul style="list-style-type: none"> <li>There are a range of personal actions that can increase the variety of food in your diet and promote health.</li> <li>Healthy food is the correct fuel needed to give your body the energy it requires to function at its best.</li> <li>The effect of 'bad' and 'good' fats on healthy bodies.</li> </ul> <p><b>Ways to keep healthier and safer</b></p> <ul style="list-style-type: none"> <li>Your actions can encourage friends and family to eat a variety of foods every day.</li> <li>Each of the food groups in <i>The Australian Guide to Healthy Eating</i> work together to create a balanced, nutritious diet.</li> </ul> <p><b>Resources and consumer skills</b></p> <ul style="list-style-type: none"> <li>There are healthier food products available.</li> <li>There are people and resources in the community who promote healthy eating.</li> </ul>	<p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>Expressing opinions about food choices and why it is important to eat healthy food.</li> </ul> <p><b>Building and nurturing relationships</b></p> <ul style="list-style-type: none"> <li>Showing care and concern during discussions.</li> </ul> <p><b>Cooperating and collaborating in groups</b></p> <ul style="list-style-type: none"> <li>Using strategies to follow instructions to work with others.</li> <li>Contributing to group cohesiveness and effectiveness.</li> <li>Adapting communication skills to suit the purpose of the group.</li> </ul>	<p><b>Reviewing the situation</b></p> <ul style="list-style-type: none"> <li>Taking responsibility for your diet.</li> <li>Identifying consequences of always eating 'sometimes' foods.</li> </ul> <p><b>Planning before deciding</b></p> <ul style="list-style-type: none"> <li>Identifying more than one option in relation to high fat food choices.</li> </ul> <p><b>Deciding and acting</b></p> <ul style="list-style-type: none"> <li>Monitoring your diet in terms of <i>The Australian Guide to Healthy Eating</i>.</li> <li>Identifying and classifying food into groups.</li> </ul> <p><b>Monitoring and evaluating</b></p> <ul style="list-style-type: none"> <li>Choosing and evaluating healthier alternatives to high fat foods.</li> </ul>



## 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><b>Preparation:</b> Photocopy one of the following for each student:</p> <ul style="list-style-type: none"> <li>• Appendix 1A: <i>The Australian Guide to Healthy Eating</i></li> <li>• Appendix 2A: <i>Food for health - Dietary Guidelines for Children and Adolescents in Australia</i></li> <li>• Appendix 2C: <i>Food groups</i>.</li> </ul> <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"> <li>1. Examine <i>The Australian Guide to Healthy Eating</i>.</li> <li>2. Using Appendix 2C, work out the role that each of the five food groups plays in a balanced, nutritious diet.</li> <li>3. Determine the relative amounts you should eat from each group.</li> </ol>
<p><b>Preparation:</b> Photocopy one of the following for each student:</p> <ul style="list-style-type: none"> <li>• Appendix 1A: <i>The Australian Guide to Healthy Eating</i></li> <li>• Appendix 1B: <i>Enjoy a variety of foods every day</i>.</li> </ul> <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"> <li>1. Analyse the components of a healthy lunch and show where they fit on <i>The Australian Guide to Healthy Eating</i>.</li> <li>2. Write down what you ate and drank for lunch yesterday.</li> <li>3. Draw and label everything you ate and drank.</li> <li>4. Discuss with a partner whether your diet yesterday met the recommendations shown in Appendix 1A.</li> <li>5. Plan ways you could improve your diet.</li> </ol>
<p><b>Content:</b> 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"> <li>1. List some of your favourite festive foods that have a high fat, saturated fat, sugar and salt content e.g. Easter eggs.</li> <li>2. Would you eat these foods every day?</li> <li>3. Share stories about the festive occasions your family celebrates, the special foods eaten during this time and the significance of these foods.</li> </ol>





## 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: <a href="http://parentsjury.org.au">http://parentsjury.org.au</a>.</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"> <li>• How food was gathered and prepared?</li> <li>• Which foods formed their main diet, e.g. fish for coastal communities?</li> <li>• Who gathered and who hunted?</li> <li>• How the knowledge of the environment, food and cooking was passed on?</li> <li>• How the food was named?</li> <li>• What affect have Western diets had on these people?</li> </ul> <p>Compare the diets of early Indigenous Australians with menus from local fast food outlets and against the <i>Dietary Guidelines for Children and Adolescents in Australia</i>.</p>
English	Technology and Enterprise
Viewing	Technology Processes
<p>View the video at URL: <a href="http://www.burgercorp.com.au/">http://www.burgercorp.com.au/</a></p> <p>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.</p> <p>URL: <a href="http://www.fruitnvegweek.health.wa.gov.au/">http://www.fruitnvegweek.health.wa.gov.au/</a> or URL: <a href="http://www.foodcentsprogram.com.au">http://www.foodcentsprogram.com.au</a> and search for foodcents/shopsmart. In large supermarkets, look for 'unit pricing'.</p> <p>See URL: <a href="http://www.accc.gov.au">http://www.accc.gov.au</a> and search for Unit Man.</p>	

## SUPPLEMENTARY RESOURCES

- How to read food labels. See URL: <http://www.foodstandards.gov.au/>.
- Compare packaged food products in different categories.  
See URL: <http://www.choicefoodforkids.com.au>.
- Food portions. See URL: <http://raisingchildren.net.au> (look for food portions).
- WA Department of Education, Healthy Food and Drink Policy.  
See: URL: [www.det.wa.edu.au/healthyfoodanddrink](http://www.det.wa.edu.au/healthyfoodanddrink).
- Active Ate program.  
See URL: <http://education.qld.gov.au/schools/healthy/active-ate/factsheets.html>.



## 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><b>Preparation:</b> 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"><li>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?</li><li>2. Conduct the interviews.</li><li>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.</li></ol>
<p>Photocopy Appendix 2A: <i>Food for health - Dietary Guidelines for Children and Adolescents in Australia</i>, one for each student.</p> <p>Content: Explain that eating too much:</p> <ul style="list-style-type: none"><li>o Can make you fat</li><li>o Is bad for your heart</li><li>o Can lead to type 2 diabetes and</li><li>o Can cause some cancers.</li></ul> <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"><li>1. Find out the difference between carbohydrates and fats. Which ones do you need the most of and the least of?</li><li>2. Identify foods that contain carbohydrates and fats and list some of these.</li><li>3. How much should you eat of each?</li><li>4. Share your findings with other students.</li></ol>
<p><b>Preparation:</b> Newspapers, food catalogues or magazines.</p> <p><b>Content:</b> Focus on mono-unsaturated and poly-unsaturated fats. See URL: <a href="http://raisingchildren.net.au">http://raisingchildren.net.au</a> (look for fat basics).</p>	<ol style="list-style-type: none"><li>1. Find out the meaning of mono-unsaturated and poly-unsaturated fats. Why are they called 'good fats'?</li><li>2. Make a collage of the different foods that contain 'good fats', using pictures from newspapers, food catalogues or magazines.</li><li>3. Find out where these fats come from and construct a mind map to demonstrate this e.g. oils from olives and sunflower seeds.</li></ol>



Teacher Notes	Activities
<p><b>Preparation:</b> Photocopy Guidesheet 11: <i>Making healthier food choices</i>, one for each student.</p> <p><b>Content:</b> 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.</p>	<p><i>Introduce the topic by asking students to distinguish between 'good' and 'bad' fats.</i></p> <ol style="list-style-type: none"> <li>1. What are saturated fats? Why are they called 'bad fats'?</li> <li>2. Draw pictures to show the types of food that contain large amounts of 'bad fats'.</li> <li>3. Create posters showing foods containing 'good fats' and foods containing 'bad fats' to display in the classroom.</li> <li>3. Suggest some healthy alternatives to foods high in 'bad fats'. Use Guidesheet 11 to help you.</li> </ol>

## 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

The Arts	Society and Environment
Arts, Skills and Processes	Time, Continuity and Change
Develop and produce a television advertisement featuring a healthy food.	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.
English	Technology and Enterprise
Viewing, Speaking and Listening	Technology Processes
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.	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.

## 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><b>The meaning and dimensions of health</b></p> <ul style="list-style-type: none"> <li>• Healthy lifestyle choices can prevent a range of lifestyle diseases such as type 2 diabetes, heart disease and some cancers.</li> </ul> <p><b>Growth and development</b></p> <ul style="list-style-type: none"> <li>• There are a range of personal actions such as being physically active, drinking water and eating a healthy diet that can prevent lifestyle diseases.</li> </ul> <p><b>Social and emotional wellbeing</b></p> <ul style="list-style-type: none"> <li>• Lifestyle choices such as physical activity and having friends improve social and emotional wellbeing.</li> </ul> <p><b>Ways to keep healthier and safer</b></p> <ul style="list-style-type: none"> <li>• Your actions can encourage friends and family to engage in a healthy lifestyle.</li> </ul>	<p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>• Expressing opinions about lifestyle diseases and ways to prevent them.</li> </ul> <p><b>Building and nurturing relationships</b></p> <ul style="list-style-type: none"> <li>• Showing care and concern during games and discussions.</li> </ul> <p><b>Cooperating and collaborating in groups</b></p> <ul style="list-style-type: none"> <li>• Using strategies to follow instructions to work with others.</li> <li>• Contributing to group cohesiveness and effectiveness.</li> <li>• Adapting communication skills to suit the purpose of the group.</li> </ul>	<p><b>Reviewing the situation</b></p> <ul style="list-style-type: none"> <li>• Taking responsibility for your lifestyle choices.</li> <li>• Identifying positive and negative consequences of your lifestyle choices.</li> </ul> <p><b>Planning before deciding</b></p> <ul style="list-style-type: none"> <li>• Identifying more than one option in relation to healthy lifestyle choices.</li> </ul>



## 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><b>Content:</b> Preventable lifestyle diseases include:</p> <ul style="list-style-type: none"><li>o Heart disease</li><li>o Type 2 diabetes</li><li>o Some cancers.</li></ul> <p>Healthier lifestyle choices include:</p> <ul style="list-style-type: none"><li>o Regular physical activity</li><li>o Enjoying a variety of foods and drinking water every day</li><li>o Staying connected to family and friends</li><li>o Living a traditional lifestyle.</li></ul>	<ol style="list-style-type: none"><li>1. Research the causes of a lifestyle disease such as heart disease, type 2 diabetes or cancer.</li><li>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.</li><li>3. Discuss with a family member or friend how you would rate your lifestyle. Give yourself a mark out of ten.</li><li>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.</li><li>5. Give each other advice on how to improve their lifestyle rating.</li></ol>
<p><b>Content:</b> 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"><li>1. Research the effects of the prolonged use of electronic media coupled with the consumption of inappropriate food and drinks on your health.</li><li>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.</li><li>3. Perform at your school assembly.</li></ol>





## 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.  
Content: Refer to URL:  
[http:// www.dontignorediabetes.com.au](http://www.dontignorediabetes.com.au).  
Download the information pack. The pack includes factsheets on what diabetes is, how to prevent type 2 diabetes and/or *Stories of Hope*, from Aboriginal people.

## 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.

**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.

*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.*



## 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

Languages	The Arts
Cultural understanding	Music and Arts – Visual processes
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.	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.  Design a mural that highlights the benefits of traditional lifestyle in the community.
English	Technology and Enterprise
Speaking and Listening	Technology Processes
Interview someone with a lifestyle disease in your family/community to determine symptoms and how they manage the disease.	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.

## SUPPLEMENTARY RESOURCES

- Diabetes WA Don't Ignore Diabetes website. See URL: <http://www.dontignorediabetes.com.au>. Look for sections on 'Is diabetes serious?', 'Can I prevent type 2 diabetes?' and 'Aboriginal people and 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	



Record what you drank yesterday in **Column One**. Use the **Table** to calculate the amount sugar in the drinks you consumed yesterday and record in **Column Two**.

[illegible]

How do you feel about this? \_\_\_\_\_

---

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## 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?





## Reading food labels

Product Name	How large is one serving?	How much energy (kJ - kilojoules) in 100g?	How many grams of fat in 100g?	How many grams of saturated fat in 100g?	How many grams of sugar in 100g?	How many milligrams of salt (sodium) in 100g?

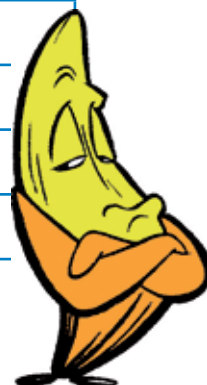
Refer to Appendix 3 for more information.



## Making healthier food choices

Replace this food	With this food
Hot potato chips	Baked potato
Chocolate biscuits	Piece of fruit
Meat pie	Homemade hamburger
Chicken wings	Grilled chicken drumstick

Can you think of other examples to include?

[illegible]

# Universal Stir Fry



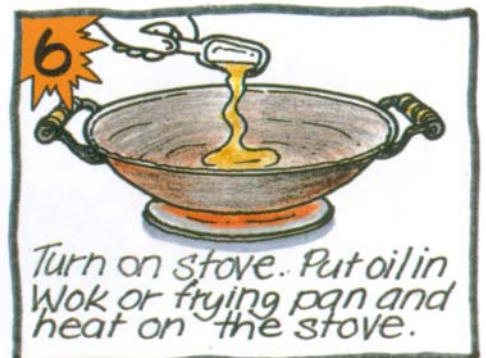
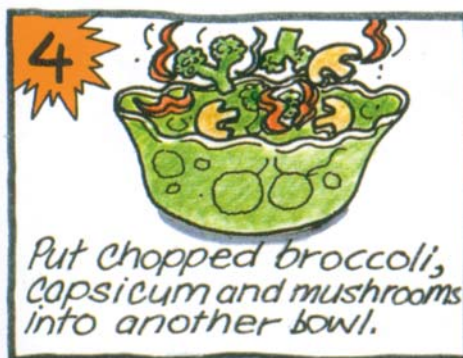
Colourful and crunchy, these vegetables can be served with any meat or fish. This recipe uses chicken. Makes 4 serves.

## 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)









# EARLY ADOLESCENT **MODULES**

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





## MODULE ONE: BE MORE ACTIVE

Key Understandings	Key Skills
<i>Focus 1: The benefits of lifelong physical activity.</i>	
<ul style="list-style-type: none"> <li>You need at least 60 minutes of moderate to vigorous physical activity every day to stay healthy.</li> <li>You should spend no more than two hours a day using electronic media for entertainment.</li> <li>Regular lifelong physical activity has physical, mental and social benefits.</li> <li>A range of factors influence your decision to engage in regular physical activity.</li> <li>Different activities have a different effect on the body e.g. aerobic, muscles/bone strengthening, stretching.</li> <li>Teachers, parents, friends, the media, health clubs, sporting clubs and professionals are important sources of information and support.</li> </ul>	<ul style="list-style-type: none"> <li>Share your opinions about a range of physical activities and sport.</li> <li>Identify the benefits of engaging in regular physical activity.</li> <li>Monitor your physical activity levels.</li> <li>Identify barriers and enablers to engaging in regular physical activity.</li> <li>Make decisions to overcome barriers to regular physical activity.</li> </ul>

### *Focus 2: A plan for action.*

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>By making lifestyle choices and acting on them you can reduce the risk of developing lifestyle diseases.</li> <li>There are people in your community who can help you plan a healthy lifestyle.</li> </ul> | <ul style="list-style-type: none"> <li>Apply decision-making skills.</li> <li>Develop and implement a plan to improve your health.</li> <li>Monitor the implementation of your healthy lifestyle plan.</li> <li>Evaluate the success of your plan.</li> </ul> |
|---|---|

## MODULE TWO: DRINK WATER

Key Understandings	Key Skills
<i>Focus 1: Why water is best - for your health, wallet and the environment.</i>	
<ul style="list-style-type: none"> <li>You need 6-8 glasses of water every day to maintain most body functions.</li> <li>Your body is comprised of about 60% water. You lose water through breathing, sweating and going to the toilet and need to replace this.</li> <li>There are times when extra water needs to be consumed to stay healthy (e.g. when being active, in hot environments and when ill).</li> <li>There are a range of factors that influence your drink choices.</li> <li>Choosing water over alternate drinks has health benefits.</li> <li>Tap water has health, environmental and economic advantages over bottled water.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor your energy intake from drinks through the use of a drink diary.</li> <li>Identify factors that influence what you drink.</li> <li>Identify health, environmental and economic consequences to drinking alternate drinks and bottled water on a regular basis.</li> <li>Identify ways to encourage family and friends to drink more water or healthier options.</li> </ul>



## MODULE THREE: EAT HEALTHY FOOD

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

## MODULE FOUR: BEAT DISEASE

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



## OVERVIEW OF EARLY ADOLESCENT MODULE ONE: BE MORE ACTIVE

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



## FOCUS 1: THE BENEFITS OF LIFELONG PHYSICAL ACTIVITY

### Key understandings

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

### Key skills

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

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



## Teacher Notes

## Activities

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

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

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

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

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

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

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

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

**Preparation:** Photocopy Appendix 5A: *Active kids are healthy kids. Australia's physical activity recommendations for 5-12 year olds*, or Appendix 5B, *Get out and get active. Australia's physical activity recommendations for 12-18 year olds*, one for each student.

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

Write the discussion questions on the whiteboard.

Discuss:

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

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



Teacher Notes	Activities
<p><b>Content:</b> Explain that there are four different classifications of physical activity:</p> <p>Aerobic – involves ‘huff and puff’, an increased heart rate and makes your heart and lungs stronger e.g. running, swimming, walking, cycling and dancing.</p> <p>Stretching - improves your flexibility and ability to fully move your joints e.g. shoulder, arm, leg and side stretches or alternative activities like Pilates or yoga.</p> <p>Muscle-strengthening - improves the strength, power and endurance of your muscles – e.g. pushups, sit-ups and climbing stairs.</p> <p>Bone-strengthening - improves your bone density by your feet, legs or arms supporting your body’s weight and your muscles pushing against your bones – e.g. running, walking and jumping rope.</p>	<p><i>Explain to the students that they will be designing a circuit incorporating the four different types of physical activity. Their circuit will be incorporated into Take the Challenge activities.</i></p> <p><i>Tasks:</i></p> <ol style="list-style-type: none"> <li>1. Select even teams and give your team a name.</li> <li>2. Select a name for your circuit activities e.g. ‘Boot Camp for Kids’ or ‘Let’s Get Physical’ etc.</li> <li>3. Design a circuit of no more than four physical activities.</li> <li>4. Include a physical activity from each classification i.e. aerobic, stretching, muscle and bone strengthening.</li> <li>5. Design your circuit so that minimal equipment is required e.g. using the wall, floor or partner.</li> <li>6. Every day teams will lead the other teams through 2-3 sets of their circuit.</li> </ol>

## ADDITIONAL HEALTH PROMOTING SCHOOL STRATEGIES

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

## EXTENSION ACTIVITIES

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

## SUPPLEMENTARY RESOURCES

- CAPANS survey. See URL: <http://www.beactive.wa.gov.au/> Look for CAPANS 2008.
- Department for Sport and Recreation has an *Information for Teachers* section which includes school networking. See URL: <http://www.dsr.wa.gov.au>





## FOCUS 2: A PLAN FOR ACTION

### Key understandings

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

### Key skills

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

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



## OVERVIEW OF EARLY ADOLESCENT MODULE TWO: DRINK WATER

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



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

### Key understandings

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

### Key skills

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

Teacher Notes	Activities
<p><b>Preparation:</b> Photocopy Guidesheet 3: <i>Getting the balance right: Drinks and physical activity</i>, one for each student.</p> <p>Empty drink containers – include a soft drink, energy drink, sports drink, juice and water.</p> <p><b>Content:</b> Explain that most energy, sports and soft drinks contain high levels of energy, sugar and few or no other nutrients.</p>	<p><i>Answer these questions:</i></p> <ol style="list-style-type: none"><li>1. Investigate the short term and long-term effects of drinks that contain high levels of energy, sugar and few or no other nutrients.</li><li>2. Complete Table 1 on Guidesheet 3 by reading the food label and the nutrition information panel on the drink containers. Record the size of the container and using the Qty per 100ml column in the nutrition information panel, the energy in kilojoules (kJ) of each drink.</li><li>3. Calculate the total energy content in each drink (i.e. the total energy content of the whole container/bottle) and record in Table 1. Calculate the scenarios for Joe, the 12 year old boy.</li><li>4. In Table 2, estimate how much energy you consumed yesterday from drinks.</li><li>5. Assuming you expend the same amount of energy as Joe does doing these activities, how many minutes would you need to burn off the drinks you consumed yesterday?</li></ol>



## Teacher Notes

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

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

**Preparation:** Sheets of butchers paper for group work.

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

Health reasons  
Environmental reasons  
Economic reasons.

## Activities

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

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

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

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



## ADDITIONAL HEALTH PROMOTING SCHOOL STRATEGIES

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

## EXTENSION ACTIVITIES

English		The Arts	
Writing and Viewing		Media Processes	
Draw a funny, informative cartoon strip about the life-cycle of one of the following: glass drink bottle, aluminium drink can, paper cup and/or plastic drink bottle.		View and critique a range of print advertisements for soft drinks, energy drinks and juices. Using similar codes and conventions, design an advertisement to promote the consumption of tap water.	
Science		Technology and Enterprise	
Life and Living		Technology Processes	
Using the food label, identify the additives in a popular energy and / or sports drink. List the contents. Research these to find out what effect they have on your body.		Design a message of no more than 140 characters that could be broadcast over Twitter network, to encourage young people to drink more water.	
Research the health benefits and dangers of consuming diet drinks. Why is water a better option?		Design a website about the dangers of drinking sports and energy drinks.	
Mathematics			
Number			
Calculate the cost per litre of the various forms of liquids you drink e.g. tap, bottled water, mineral water, juice, soft, sports and energy drinks. Calculate the cost of your favourite family drink over a 12 month period. Calculate the cost per litre of the drinks in your family refrigerator. Calculate the cost per litre of tap water. Compare and discuss the differences.			

## SUPPLEMENTARY RESOURCES:

- Sports drinks review and comparison in *Choice Magazine* online.  
See URL: <http://www.choice.com.au/Reviews-and-Tests/Food-and-Health/Food-and-drink/Beverages/Sports-drinks-review-and-compare/Page/Results.aspx>
- Information on food additives and their role at  
<http://www.foodstandards.gov.au/consumerinformation/additives.cfm>.
- An energy expenditure calculator can be found at  
[http://firstyear.chem.usyd.edu.au/calculators/food\\_energy.shtml](http://firstyear.chem.usyd.edu.au/calculators/food_energy.shtml).
- WA Department of Education. See URL: <http://www.det.wa.edu.au/healthyfoodanddrink>.

Note:

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



## OVERVIEW OF EARLY ADOLESCENCE MODULE THREE: EAT HEALTHY FOOD

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





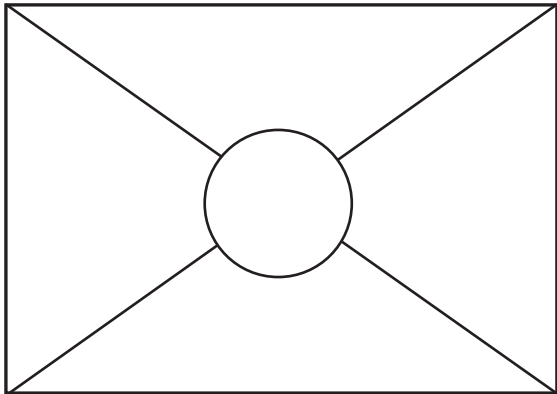
## FOCUS 1: FACTORS INFLUENCING FOOD CHOICES

### Key understandings

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

### Key skills

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

Teacher Notes	Activities
<p><b>Preparation:</b> Butchers paper for a Placemat cooperative learning activity e.g.</p>  <p><b>Preparation:</b> Photocopy Appendix 8: <i>What's on the menu for WA schools</i>, and the school canteen menu, one for each group</p> <p><b>Content:</b> Fast foods are often identified as being nutritionally undesirable with the perception that they are high fat, saturated fat, sugar and/or salt takeaways.</p> <p>However all the food sold in school canteens are fast foods as are pieces of fruit.</p> <p>Students need to identify fast foods that are healthier choices.</p> <p>'Red' food and drinks are not to be provided in public school settings.</p>	<p><i>Explain to the students that they will be examining factors that influence their food choices. Divide the class into groups.</i></p> <ol style="list-style-type: none"> <li>1. Divide your group's butchers paper into quarters. Mark out a circle in the middle.</li> <li>2. Using the quadrant on the paper closest to you, individually brainstorm this topic: What factors influence our food choices?</li> <li>3. Combine your groups ideas on what influences your food choices. Discuss common ideas and write them in the centre circle.</li> <li>4. Report your groups findings back to the class.</li> </ol> <ol style="list-style-type: none"> <li>1. In a group, discuss what you understand by the term 'fast food'. Write down a group definition.</li> <li>2. List the reasons why fast food is popular.</li> <li>3. Make a list of your group's favourite fast foods.</li> <li>4. Categorise each of the foods on your list as either 'green', 'amber' or 'red', [Hint: Use Appendix 8: <i>What's on the menu for WA schools?</i>]</li> <li>5. What category was the most common? The least?</li> <li>6. Either by visiting your school canteen or reviewing the canteen's menu - identify all the fast foods sold in the canteen.</li> <li>7. Revise your group's list of favourite fast foods and recommend alternatives that are 'green' foods.</li> <li>8. Do you need to revise your groups definition of a fast food?</li> </ol>



## Teacher Notes

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

**Content:** Children are valuable consumers. They:

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

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

## Activities

*In groups, answer the following questions:*

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

## ADDITIONAL HEALTH PROMOTING SCHOOL STRATEGIES

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



## EXTENSION ACTIVITIES

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

## The Arts

### Visual Arts Processes

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

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

## SUPPLEMENTARY RESOURCES

- An excellent site for years 8-10 linked to VET outcomes.  
See URL: <http://www.abc.net.au/schoolstv/food/ep1.htm>.
- Go on a 'virtual' supermarket tour.  
See URL: <http://www.daa.asn.au/index.asp?pageID=2145858291>.
- WA Department of Education. See URL: <http://www.det.wa.edu.au/healthyfoodanddrink>.
- Information on supermarket tours. See URL: <http://www.foodcentsprogram.com.au>.



## FOCUS 2: GETTING THE BALANCE RIGHT

### Key understandings

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

### Key skills

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

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



## Teacher Notes

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

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

Adapted from URL: <http://www.health.gov.au/internet/main/publishing>  
Look for Food Guide.

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

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

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

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

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

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

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

## Activities

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

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

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

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

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



## ADDITIONAL HEALTH PROMOTING SCHOOL STRATEGIES

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

## EXTENSION ACTIVITIES

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

## SUPPLEMENTARY RESOURCES

- How to read food labels. See URL: <http://www.foodstandards.gov.au/consumerinformation/foodlabelling/interactivelabelpost3614.cfm>.
- Food portions. See URL: <http://raisingchildren.net.au> (look for food portions).
- Information on foods that make children fatter. See URL: <http://www.choice.com.au/Reviews-and-Tests/Food-and-Health/Food-and-drink/Nutrition/Foods-that-make-kids-fatter-faster/Page/The%20fat%20list.aspx>.
- Sample daily food intake calculator. See URL: <http://www.health.gov.au/internet/healthyactive/Publishing.nsf/Content/healthy-eating-calculator>.





## OVERVIEW OF EARLY ADOLESCENCE MODULE FOUR: BEAT DISEASE

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



## FOCUS 1: IDENTIFYING CHOICES THAT PREVENT LIFESTYLE DISEASES

### Key understandings

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

### Key skills

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

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



## ADDITIONAL HEALTH PROMOTING SCHOOL STRATEGIES

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

## EXTENSION ACTIVITIES

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

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

## SUPPLEMENTARY RESOURCES

- The Diabetes Story*. See URL: <http://www.caac.org.au/thediabetesstory/>
- Appropriate information on lifestyle diseases.  
See URL: <http://www.healthy-kids.com.au/search-results.aspx?q=lifestyle+disease>
- Numerous resources and suitable websites for students' research task at EDNA (Educational Network Australia). See URL: <http://www.edna.edu.au/edna/>.
- Don't Ignore Diabetes website – Western Australian resources and suitable for students' research task – see <http://www.dontignorediabetes.com.au>.
- Information on heart disease. See URL: <http://www.heartfoundation.org.au/>.
- Information on cancers. See URL: <http://www.cancerwa.asn.au/prevention>.



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

### Key understandings

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

### Key skills

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

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

## EXTENSION ACTIVITIES

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



# **1 CAN** **10 SPOONS OF SUGAR**



## **DRAW THE LINE ON GAINING WEIGHT**

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

Image provided by the Draw the Line campaign.



# EARLY ADOLESCENT GUIDESHEETS







## How do you spend your time?

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





## Evaluate your current physical activity levels

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

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

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

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

What physical activities do you enjoy most/least?

What factors influence your decisions to be physically active?

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

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

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

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





# GUIDESHEET 3

## Getting the balance right: Drinks and physical activity

TABLE 1: Drink Name	Size (mls)	Energy (kJ) per 100mls	Total Energy (kJ) per container/ bottle	Jogging - 30kJ/ minute	Walking - 20kJ/ minute	Watching TV & playing computer games - 4kJ/ minute
E.g. Water (8 glasses)	2000	0	0	0	0	0

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





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

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

How many minutes if you only drank water yesterday?

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





## GUIDESHEET 4

### Getting the balance right – food and physical activity

Name of Food	Serving Size (Grams)	Energy (kJ) per Serving	Jogging* - 30kJ/minute	Walking* - 20kJ/minute	Watching TV & playing computer games* - 4kJ/minute
1 apple	150 grams	300 KJ			
1 small banana	120 grams	300 KJ			
1 cup salad vegetables	75 grams	75 KJ			
1/2 cup salad vegetables	75 grams	75 KJ			
1 boiled egg	50 grams	300 KJ			

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

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





## Prevention of lifestyle diseases

Topic	Organisation	URL	Where to look
Obesity and heart disease	Heart Foundation Australia	<a href="http://www.heartfoundation.org.au">http://www.heartfoundation.org.au</a>	Healthy living.
Cancer	Cancer Council Western Australia	<a href="http://www.cancerwa.asn.au/prevention">http://www.cancerwa.asn.au/prevention</a>	Reduce your risk.
Cancer	Cancer Council Australia	<a href="http://www.cancer.org.au">http://www.cancer.org.au</a>	Cancer smart lifestyles.
Type 2 diabetes	Diabetes WA	<a href="http://www.dontignorediabetes.com.au">http://www.dontignorediabetes.com.au</a>	Have a look at the interactive audio presentation link.

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







# SECTIONS

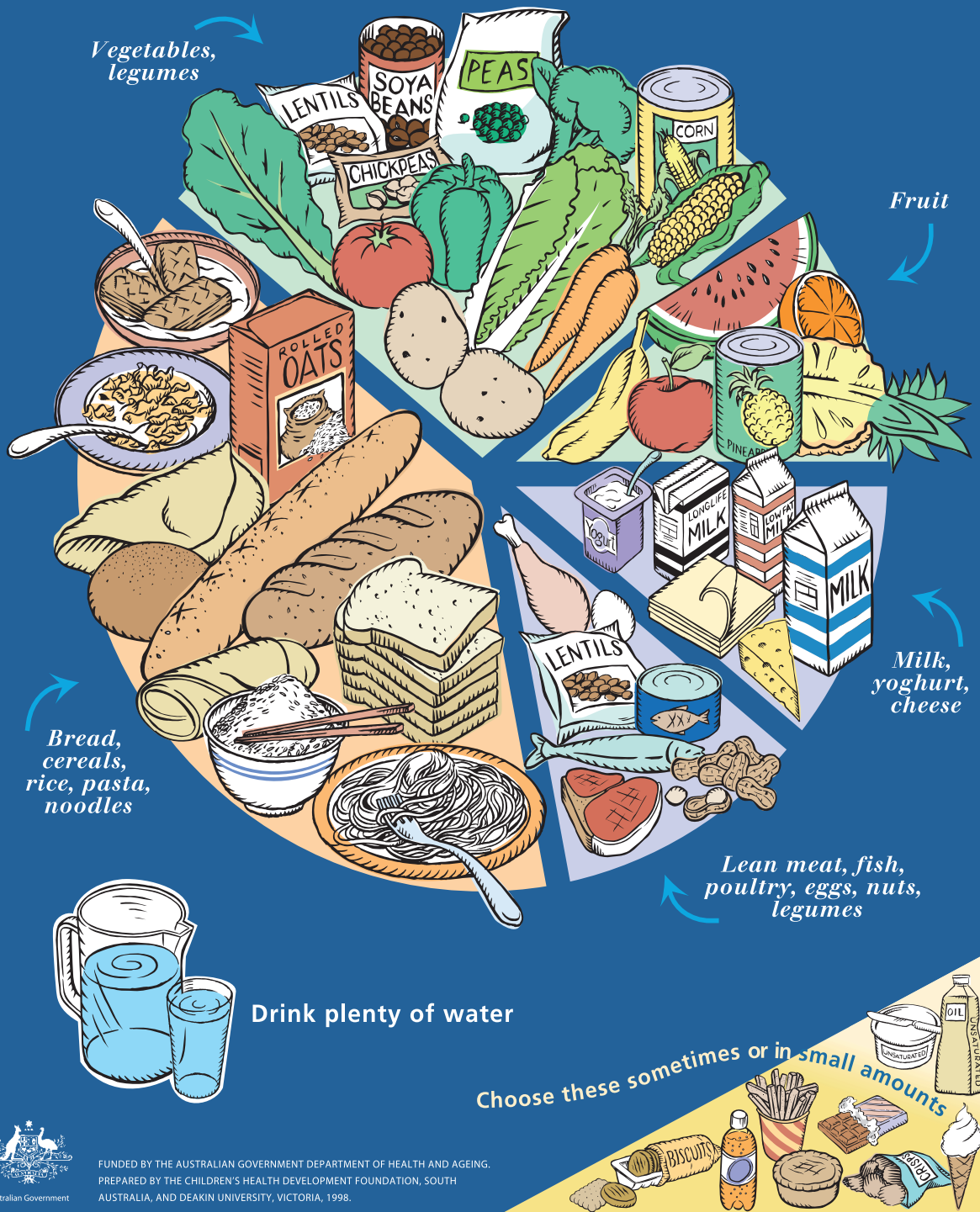
122	<b>1A</b>	The Australian Guide to Healthy Eating
123	<b>1B</b>	Enjoy a variety of foods every day
124	<b>1C</b>	The Aboriginal and Torres Strait Islander guide to healthy eating
125	<b>2A</b>	Food for health - Dietary Guidelines for Children and Adolescents in Australia
126	<b>2B</b>	What is a serve?
127	<b>2C</b>	Food groups
128	<b>3</b>	Nutrition Guide for Shoppers
129	<b>4</b>	What is diabetes?
130	<b>5A</b>	Active kids are healthy kids. Australia's physical activity recommendations for 5-12 year olds.
131	<b>5B</b>	Get out and get active. Australia's physical activity recommendations for 12-18 year olds.
132	<b>6</b>	My SMART goal
133	<b>7</b>	Traffic light categories
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## 1A THE AUSTRALIAN GUIDE TO HEALTHY EATING

THE AUSTRALIAN GUIDE TO HEALTHY EATING

# Enjoy a variety of foods every day

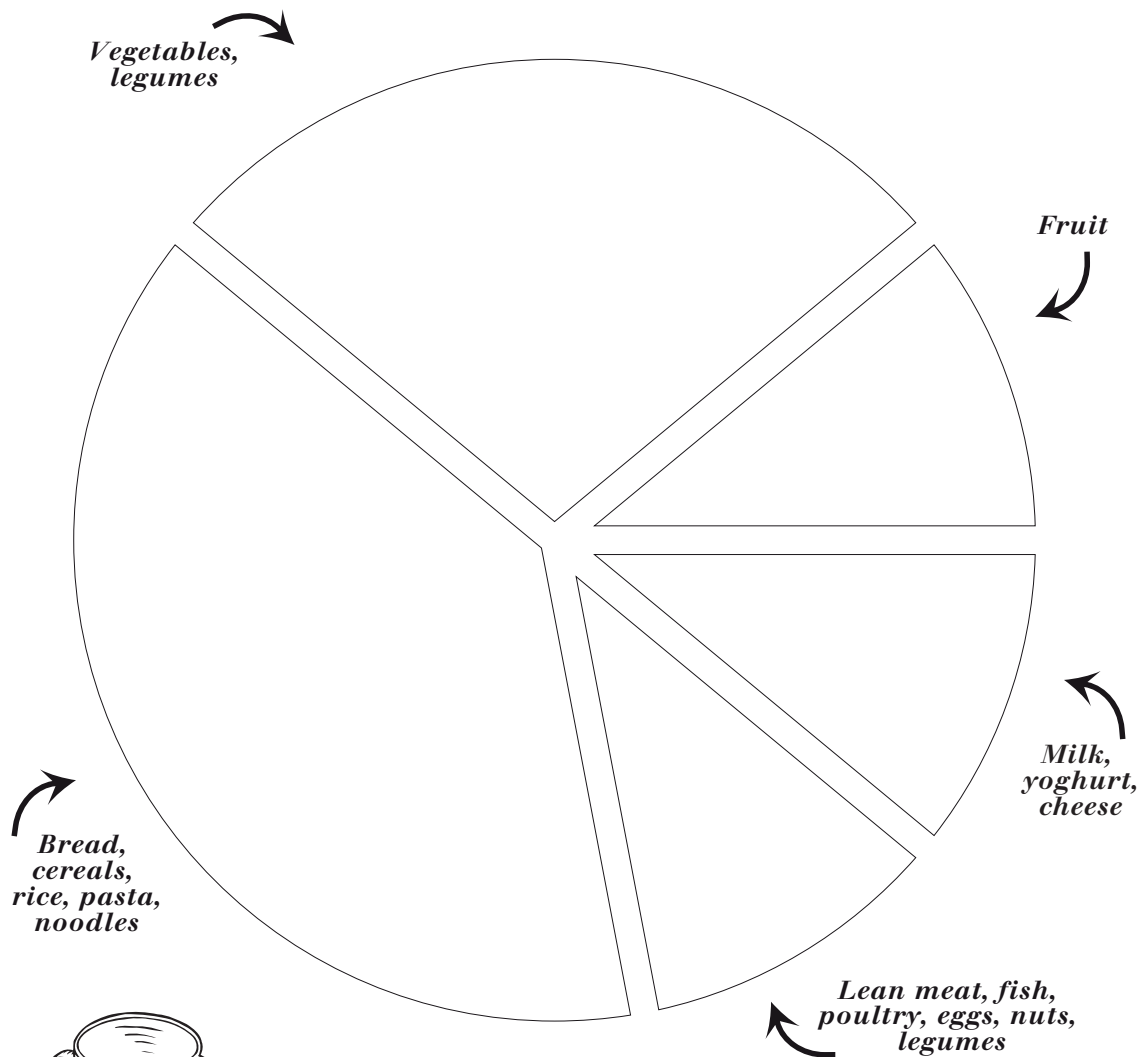




## 1B ENJOY A VARIETY OF FOODS EVERY DAY

THE AUSTRALIAN GUIDE TO HEALTHY EATING

# Enjoy a variety of foods every day



**Drink plenty of water**

**Choose these sometimes or in small amounts**



FUNDED BY THE AUSTRALIAN GOVERNMENT DEPARTMENT OF HEALTH AND AGEING.  
PREPARED BY THE CHILDREN'S HEALTH DEVELOPMENT FOUNDATION, SOUTH  
AUSTRALIA, AND DEAKIN UNIVERSITY, VICTORIA, 1998.





## 1C THE ABORIGINAL AND TORRES STRAIT ISLANDER GUIDE TO HEALTHY EATING

### THE ABORIGINAL AND TORRES STRAIT ISLANDER GUIDE TO HEALTHY EATING

# Eat good food to be Healthy and Strong







## 2A FOOD FOR HEALTH - DIETARY GUIDELINES FOR CHILDREN & ADOLESCENTS IN AUSTRALIA

**Children and adolescents need sufficient nutritious foods to grow and develop normally.**

- Growth should be checked regularly for young children
- Physical activity is important for all children and adolescents

### Enjoy a wide variety of nutritious foods

*Children and adolescents should be encouraged to:*

- Eat plenty of vegetables, legumes and fruits
- Eat plenty of cereals (including breads, rice, pasta and noodles), preferably wholegrain
- Include lean meat, fish, poultry and/or alternatives
- Include milks, yoghurts, cheeses and/or alternatives. Reduced fat milks are not suitable for young children under 2 years, because of their high energy needs, but reduced-fat varieties should be encouraged for older children and adolescents

- Choose water as a drink

*And care should be taken to:*

- Limit saturated fat and moderate total fat intake. Low-fat diets are not suitable for infants
- Choose foods low in salt
- Consume only moderate amounts of sugars and foods containing added sugars

### Enjoy a wide variety of nutritious foods and drink plenty of water

How many serves of these foods should we eat on average each day? This depends a little on your body size and activity level but aim for the following:



Children and teenagers						
Cereals (including breads, rice, pasta, noodles)	Vegetables, legumes	Fruit	Milk, yoghurt, cheese	Lean meat, fish, poultry, nuts & legumes	Extra foods (have no more than)	
4-7 years	5-7	2	1	2	½	1-2
8-11 years	6-9	3	1	2	1	1-2
12-18 years	5-11	4	3	3	1	1-3

**To obtain copies of this pamphlet contact  
1800 020 103 extension 8654  
(toll free number) or email [phd.  
publications@health.gov.au](mailto:phd.publications@health.gov.au)**







## 2B WHAT IS A SERVE?

Here are some examples

Cereals, breads etc		
2 slices of bread	1 medium bread roll	1 cup cooked rice, pasta, noodles
1 cup porridge	1 cup breakfast cereal	or 1/2 cup muesli
Vegetables and legumes (choose a variety)		
Starchy vegetables		
1 med potato/yam	1/2 medium sweet potato	1 medium parsnip
Dark green leafy vegetables		
1/2 cup cabbage, spinach, silverbeet, brocolli, cauliflower or brussels sprouts		
Legumes and other vegetables		
1 cup lettuce or salad vegetables	1/2 cup broad beans, lentils, peas, green beans, zucchini, mushrooms, tomatoes, capsicum, cucumber, sweetcorn, turnips, swede, sprouts, celery, eggplant etc	
Fruit		
1 piece medium sized fruit eg apple, orange, mango, mandarin, banana, pear, etc		
2 pieces of smaller fruit (apricots, kiwi, plum, figs)		About 8 strawberries
About 20 grapes or cherries	1/2 cup fruit juice	1/4 med melon (eg. rockmelon)
Dried fruit (4 dried apricots)	1 1/2 tblspn sultanas	1 cup diced pieces/canned fruit
Milks, yoghurt, cheese & alternatives		
250 ml glass or one cup of milk (can be fresh, longlife or reconstituted milk)		
1/2 cup evaporated milk	40g (2 slices) cheese	250ml (1 cup) custard
200g (1 small carton) of yoghurt, plain or fruit, or, as an alternative try:		
1 cup of calcium-fortified soy milk	1 cup almonds	1/2 cup pink salmon with bones
Meat, fish, poultry & alternatives		
65-100gm cooked meat/chicken (eg 1/2 cup mince/2 small chops/2 slices roast meat)		
80-120g cooked fish fillet or, as an alternative try:		
2 small eggs	1/2 cup cooked dried beans, 1/3 cup peanuts/almonds lentils, chick peas, split peas or canned beans	
Extras Foods which we can occasionally include for variety. They are generally higher in fat and/or sugar, kilojoules, salt etc		
1 med piece of plain cake/1 bun	3-4 sweet biscuits	Half a chocolate bar
60g jam, honey (1 tablespoon)	30g potato crisps	Slice pizza = 2 extras
1 can soft drink/2 glasses cordial	2 scoops icecream	1 meat pie/pasty = 3 extras
1 tablespoon (20g) butter, margarine, oil		

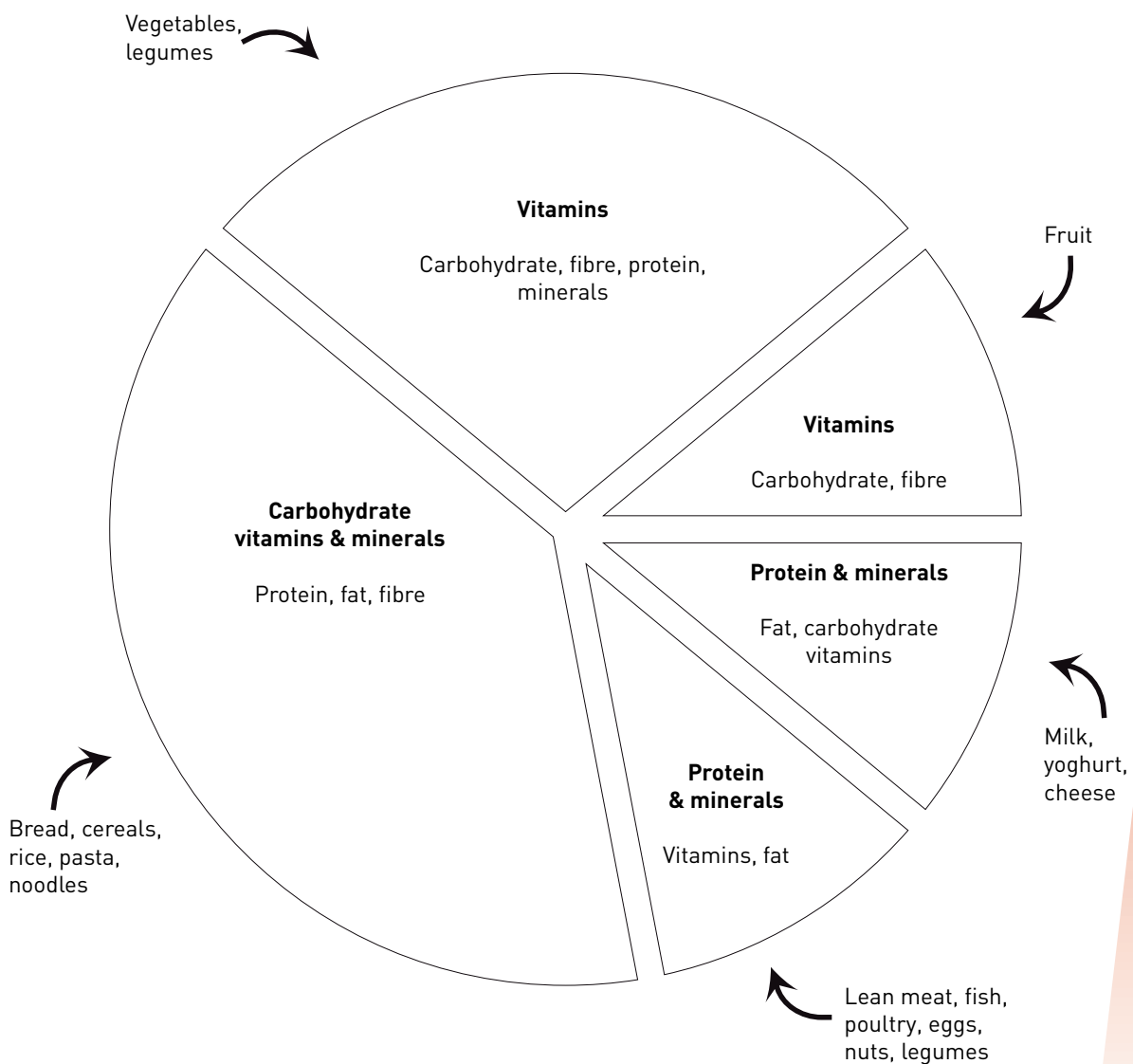




## 2C FOOD GROUPS

Within each of the five food groups, the amount and type of nutrients vary amongst the different foods. To achieve a healthy diet it is important to enjoy a variety of food from within each group as well as from the five groups.

### Enjoy a variety of foods every day



#### The role each nutrient plays in keeping you strong and healthy:

**Carbohydrate** - gives you energy

**Protein** - promotes growth and repairs

**Vitamins & minerals** - keep you feeling great and able to do all the things you enjoy

**Fibre** - keeps your gut healthy

**Fat** - energy storage





### 3 SHOPPERS' NUTRITION GUIDE

FOOD (per 100g)	✓ low eat most	medium eat in moderation	✗ high limit intake
Total fat	Less than 3g	3g - 20g	More than 20g
Saturated fat	Less than 1.5g	1.5g - 5g	More than 5g
Sugars	Less than 5g	5g - 15g	More than 15g
Sodium	Less than 120mg	120mg - 600mg	More than 600mg

How to use the Shoppers' Nutrition Guide:

1. Select a packaged food.
2. Find the **NUTRITION INFORMATION** panel on the package.
3. Select the **PER 100g** column.
4. Compare **Total fat, Saturated fat, Sugars** and **Sodium** against the Shoppers' Nutrition Guide criteria.
5. Select other packaged foods to find the healthiest choice.



Concept and criteria sourced from:

[www.choicefoodforkids.com.au](http://www.choicefoodforkids.com.au); [www.parentsjury.org.au](http://www.parentsjury.org.au); <http://www.drawthelinewa.com.au>



DRINKS (per 100ml)	✓ low drink most	medium drink in moderation	✗ high limit intake
Total fat	Less than 1.5g	1.5g - 10g	More than 10g
Saturated fat	Less than 0.75g	0.75g - 2.5g	More than 2.5g
Sugars	Less than 2.5g	2.5g - 7.5g	More than 7.5g
Sodium	Less than 60mg	60mg - 300mg	More than 300mg

How to use the Shoppers' Nutrition Guide:

1. Select a packaged drink.
2. Find the **NUTRITION INFORMATION** panel on the package.
3. Select the **PER 100ml** column.
4. Compare **Total fat, Saturated fat, Sugars** and **Sodium** against the Shoppers' Nutrition Guide criteria.
5. Select other packaged drinks to find the healthiest choice.



**NOTE: WATER** is the best choice.

Concept and criteria sourced from:

[www.choicefoodforkids.com.au](http://www.choicefoodforkids.com.au); [www.parentsjury.org.au](http://www.parentsjury.org.au); <http://www.drawthelinewa.com.au>





## 4 WHAT IS DIABETES?

Carbohydrate foods (bread, cereals, legumes, fruit and vegetables) are the body's main source of energy. When digested, carbohydrates break down into single units called glucose. Blood carries the glucose throughout the body to the muscles and organs where it is used as energy.

A hormone called insulin, made by cells in the pancreas, is necessary to move glucose from the blood into the muscles and organs so that it can be used. If this does not happen, the levels of glucose in the blood rise. Diabetes is when blood glucose levels get too high. There are two main types of diabetes – type 1 and 2.

Type of diabetes	Type 1	Type 2
Age of onset	Usually children under the age of 20	Previously overweight people over the age of 40 were most at risk. Now that more Australians are becoming overweight and obese at younger ages, type 2 diabetes is affecting more and more younger people, even children and adolescents. Some populations are more at risk – including people of Aboriginal and Torres Strait Islander descent.
Cause of diabetes	The insulin producing cells in the pancreas are destroyed. People with type 1 diabetes do not produce any insulin.	The pancreas produces insulin however body fat prevents the insulin from working properly.
Is it preventable?	NO	YES - by: <ul style="list-style-type: none"> <li>• Keeping a healthy weight</li> <li>• Being physically active</li> <li>• Making healthy food and drink choices.</li> </ul>
Is it curable?	NO	NO
Is it controllable?	YES – by: <ul style="list-style-type: none"> <li>• Insulin injections</li> <li>• Being physically active</li> <li>• Making healthy food and drink choices.</li> </ul>	YES – by: <ul style="list-style-type: none"> <li>• Being physically active</li> <li>• Making healthy food and drink choices</li> <li>• In some cases – medication.</li> </ul>





## 5A ACTIVE KIDS ARE HEALTHY KIDS. AUSTRALIA'S PHYSICAL ACTIVITY RECOMMENDATIONS FOR 5-12 YEAR OLDS.

A combination of moderate and vigorous activities for at least 60 minutes a day is recommended.

Examples of moderate activities are a brisk walk, a bike ride or any sort of active play.

More vigorous activities will make kids "huff and puff" and include organised sports such as football and netball, as well as activities such as ballet, running and swimming laps. Children typically accumulate activity in intermittent bursts ranging from a few seconds to several minutes, so any sort of active play will usually include some vigorous activity.

Most importantly, kids need the opportunity to participate in a variety of activities that are fun and suit their interests, skills and abilities. Variety will also offer your child a range of health benefits, experiences and challenges.

Children shouldn't spend more than two hours a day using electronic media for entertainment (eg computer games, TV, internet), particularly during daylight hours.





## **5B GET OUT AND GET ACTIVE. AUSTRALIA'S PHYSICAL ACTIVITY RECOMMENDATIONS FOR 12-18 YEAR OLDS.**

At least 60 minutes of physical activity every day is recommended. This can be built up throughout the day with a variety of activities.

Physical activity should be done at moderate to vigorous intensity. There are heaps of fun ways to do it:

- Moderate activities like brisk walking, bike riding with friends, skateboarding and dancing.
- Vigorous activities such as football, netball, soccer, running, swimming laps or training for sport.
- Vigorous activities are those that make you “huff and puff”. For additional health benefits, try to include 20 minutes or more of vigorous activity at least three to four days a week.

Try to be active in as many ways as possible. Variety is important in providing a range of fun experiences and challenges and provides an opportunity to learn new skills.

Make the most of each activity in your day. For example, you can walk the dog and replace short car trips with a walk or bike ride.







## 6 MY SMART GOAL

### **S**PECIFIC

My Specific Goal: I want to increase my level of physical activity or improve my diet  
e.g. I will ride my bike to school 2 days a week every week during term 3 starting next week or I will drink water instead of soft drink during the 5 days of school week during the 8-week school challenge.

### **M**EASUREABLE

How will my goal be measured?  
What, when, how often and where?  
How will I know when I have achieved my goal?

### **A**TTAINABLE/ACTION ORIENTED

Is my goal possible to achieve?  
Why / why not?  
What actions will be required to help me to achieve my goal?

### **R**EALISTIC/RELEVANT

Is my goal realistic within the resources at hand?  
On a scale of 1 to 10, "How likely am I to achieve my goal?"  
If my rating is low how can I make it more likely I will achieve my goal?

### **T**IME BOUND

Is my goal trackable by time?  
When will my goal be reached?

### **TELL SOMEONE**

I will regularly share my goal with a classmate e.g. I will share my goal with... I will update my progress and discuss options for improving my success e.g. I last discussed my progress with...

### **REVIEW**

During my goal setting discussions, I shared how I was going. I talked about any issues that made it difficult for me to achieve my goals. I included any changes I made so I feel I am close to 10 (very likely to achieve).

### **CELEBRATE**

I plan to reward myself when I achieve of my goal.





## 7 TRAFFIC LIGHT CATEGORIES



### Description

You should fill the menu with these food and drinks. They are:

- excellent sources of important nutrients,
- low in saturated fat and/or added sugar and/or salt and will
- help to avoid an intake of excess energy (kJ).

You should choose carefully and limit the amount of these food and drinks. They:

- have some nutritional value,
- contain moderate levels of saturated fat and/or added sugar and/or salt and
- can contribute excess energy (kJ).

These are 'sometimes' foods and should only be eaten occasionally or for special occasions. They:

- lack adequate nutritional value,
- are high in saturated fat and/or added sugar and/or salt and
- can contribute excess energy and
- can contribute to tooth decay.





## 8 WHAT'S ON THE MENU FOR WA SCHOOLS

### What's on the menu for WA schools

The table below provides examples of GREEN, AMBER and RED foods under the new traffic light system for WA public schools. This is not the entire list of available foods. Nut and nut spreads do not appear in the table. Schools are advised to refer to the Department's School Health Care Policy and Anaphylaxis Advice Paper before deciding whether or not to include nuts and nut spreads on the canteen menu.

GREEN (Fill the menu)	Examples
Breads	A variety of bread types
Cereal Foods	Wholegrain cereals, pasta, noodles, rice
Vegetables	Vegetables and salads (reduced fat dressing only), all salad mixtures
Fruit	Fresh, frozen and tinned (in natural juices)
Legumes	Tinned (eg bean mix, kidney beans), cooked
Reduced fat dairy products	Reduced fat: milk (plain and flavoured), yoghurt (fresh, frozen, plain or fruit), cheese
Lean meat, fish, poultry and alternatives	All lean meats, chicken (no skin) or registered meats*, fish (eg tuna, salmon, sardines), and egg
Sandwich fillings	All lean meats, lean chicken, fish, creamed corn/corn kernels, egg, canned spaghetti (reduced salt), salads, baked beans, low fat cheese, hommos, vegemite, yeast spreads and fish spreads*
Hot food	Jaffles/hot rolls/toasted sandwiches (fillings as for sandwich fillings), baked potatoes, rice, soups, toast, English muffins, crumpets (wholemeal), raisin toast and meals meeting the criteria for registration such as curry and rice and pasta dishes
Snacks	Yoghurt, scones, raisin or fruit bread, pikelets, cheese sticks, bread sticks, bruschetta, water crackers, rice cakes, rice crackers, popcorn (plain/low fat/flavoured), dried fruit, seed packs, trail mix based on breakfast cereals, registered snacks*
Drinks	Water, reduced fat milk, fresh fruit milkshakes, soy, 100% fruit juice (small size), plain mineral water





## 8 WHAT'S ON THE MENU FOR WA SCHOOLS

AMBER (Select carefully & limit)	Examples
Breakfast cereals	Refined cereals with added sugars
Full fat dairy foods	Milk, yoghurt, custard, low fat dairy desserts and cheese
Savoury commercial products	Registered products such as ovenable fish/chicken/potato portions should be chosen because they are lower in fat/salt*
Snack food bars	Registered products such as breakfast bars, cereal bars and fruit bars*
Savoury snacks	Registered products such as oven baked vege chips, garlic or herb bread (lightly spread)*
Cakes, muffins and sweet biscuits	Registered products such as cakes, muffins and biscuits (reduced fat and/or sugar and based on wholemeal flour)*
Ice-creams, ice blocks, fruit based icepoles and slushees	Registered ice-creams, milk based ice confectionery, frozen yoghurts and rice-cream*
Drinks	Fruit drinks, mineral waters flavoured with fruit juice, low joule cordials
RED (Off the menu)	Examples
Sugar and artificially sweetened drinks	Soft drink, artificially sweetened soft drinks, energy drinks, cordials, sports drinks and mineral waters flavoured with sugar, high caffeine drinks (eg drinks containing guarana)
Confectionery	All types, caramelised popcorn
Pastry items	All types that do not meet the criteria for registration
Sandwich meats	High fat sandwich meats including polony (devon) and salami
Deep fried foods	All types
Savoury snacks	Crisps, chips are other similar products that do not meet the criteria for registration
Ice-creams	Chocolate coated and premium ice-creams
Sandwich fillings	Honey, jam, chocolate spreads, confectionery sprinkles
Cakes, muffins and sweet pastries	Croissants, doughnuts, cream filled buns/cakes. sweet pastries, slices

\* Meets the criteria for Star Choice registration

Acknowledgement: NSW Health. Australian Better Health Initiative: A joint Australian, State and Territory government initiative





## 9 CONTACT DETAILS

*Take the Challenge* Regional Coordinator contact details:

Check <http://www.wacountry.health.wa.gov.au> for latest contact details or

Email: [takethechallenge@health.wa.gov.au](mailto:takethechallenge@health.wa.gov.au) as contact details may change

WACHS – Goldfields Population Health Unit

Nutrition Coordinator

PO Box 716, KALGOORLIE WA 6430

Tel: (08) 9080 5710; Fax: (08) 9080 5724

WACHS – Kimberley Population Health Unit

Public Health Nutrition

PMB 912, DERBY WA 6728

Tel: (08) 9193 3261; Fax: (08) 9193 3296

WACHS – Midwest Population Health Unit (Gascoyne)

Health Promotion

PO Box 733, CARNARVON WA 6701

Tel: (08) 9941 0500; Fax: (08) 9941 0510

WACHS – Pilbara Population Health

Health Promotion

PO Box 2542, SOUTH HEDLAND WA 6722

WACHS – South West Population Health

Nutrition and Physical Activity Program

4th Floor Bunbury Tower, 61 Victoria Street, BUNBURY WA 6230

Tel: (08) 9781 2350; Fax: (08) 9781 2381

WA Country Health Services – Corporate Office

Toll Free: 1800 629 028

WACHS – Wheatbelt Public Health Unit

Health Promotion

PO Box 337, NORTHAM WA 6401

Tel: (08) 9622 4320; Fax: (08) 9622 4342





## 10 TAKE THE CHALLENGE FORMS

- Be more active
- Drink water
- Eat healthy food
- Beat disease

### HOW TO TAKE THE CHALLENGE IN YOUR CLASSROOM

Classes or schools enter the competition as a team and nominate the 'virtual route' they want to travel when they register. There are seven routes available – the Canning Stock Route, Bibbulmun Track, Pipeline, Kimberley, Whale Migration (suitable for years 4-10) and 2 conceptual routes – Around Australia (suitable for years 4-10) and My Community (suitable for years K-3).

The competition will run for 8 weeks in Term 2 or 3, from Monday, week 2 to Friday, week 9. Teachers should aim for their class to participate in a minimum of two hours of physical activity (PA) and deliver at least one healthy lifestyle lesson (HLL) every week.

1. Explain *Take the Challenge* to your class.
2. Decide what route / map you would like to travel.
3. Select an appropriate team name.
4. Register your team, nominating the route.
5. When your lesson pack arrives, place the map in a prominent position on a classroom wall.
6. Set up a team folder to keep the team's records together.
7. Be ready to commence the second Monday of the term specified.
8. Your team should aim for 30 minutes of PA a day to complete the challenge. More is better.
9. Place a numbered sticker on the map for every 15 minutes of PA the class completes as a team.
10. Record all PA on your Activity Record. Score 1 point for each 15 minutes of PA.
11. Deliver at least one HLL from *Take the Challenge* lesson book each week.
12. Place a HLL sticker on a red dot on your map (or on the My Community map, a community facility) for each HLL given.
13. Record the HLL activity and message on your Activity Record or attach a copy of your lesson plan to this record.
14. Score 5 points for each HLL. Include any HLL's given by other teachers or visitors.
15. Add 10 bonus points every time your team receives HLL's from ALL 4 key messages.
16. Keep copies of all *Take the Challenge* class work in the team folder.
17. Complete *Take the Challenge* on the second last Friday of term.
18. Add up all your team's points, including bonuses, on the Activity Record.
19. Return the completed record, your class list and the team folder to your regional *Take the Challenge* contact by the last day of the term.







## 10 TAKE THE CHALLENGE FORMS

- Be more active
- Drink water
- Eat healthy food
- Beat disease

### REGISTRATION FORM

Team Name: \_\_\_\_\_

Number of students in team: \_\_\_\_\_ Year(s): \_\_\_\_\_

School: \_\_\_\_\_ Postcode: \_\_\_\_\_

Teacher / Team leader: \_\_\_\_\_

Email: \_\_\_\_\_

**We agree to comply with *Take the Challenge* rules and will compete in good spirit. We also agree to promote the Healthy Lifestyle Messages whenever we are discussing or writing about *Take the Challenge*.**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Nominated  
Challenge Route:

☐

Canning Stock Route

☐

Bibbulmun Track

☐

Pipeline

☐

Kimberley

☐

Whale migration (MC or EA)

☐

Around Australia (MC or EA)

☐

My community (EC)

Please return this registration slip to your Regional Contact.  
(Regional Contact details can be found in Appendix 9)

or

Email: [takethechallenge@health.wa.gov.au](mailto:takethechallenge@health.wa.gov.au)







## 10 TAKE THE CHALLENGE FORMS

[illegible]



## 11 CHALLENGE MAP SUPPORT

**Find out about the places, ports and/or parks you visited on 'The Challenge'**

Name of place, port and or park:

Latitude/longitude:

Population:

History:

Economic activities:

Agriculture:

Aboriginal name and meaning:

Famous people from the town:

Sport:

Politics or public affairs:

Writer:

Local school names:

Local school logos:

Common flora:

Common fauna:

Main tourist attraction:

Other:



## MY GLOSSARY

[illegible]

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