

YEAR: 3	Health Education	UNIT TITLE: <u>Preventative Health</u>	LENGTH: 2 Lessons
<p>AIM: “To develop in each student the knowledge and understanding, skills and values and attitudes needed to lead healthy, active and fulfilling lives.”</p> <p style="text-align: right;">Page 8, NSW Board of Studies PDHPE K-6 Syllabus</p>			
<p>RATIONALE: “Students should be concerned not only about their own health but also about better health for all now <i>and in the future</i>...PDHPE is an important key learning area within the primary curriculum as it encourages an understanding and valuing of self and others, promotes physical activity and emphasises informed decision making leading to effective and responsible action. More specifically the study of PDHPE is concerned with ... the factors influencing personal health choices, living and learning in a safe environment and skills that enable action for better health and movement outcomes.”</p> <p style="text-align: right;">Page 6 - 8, NSW Board of Studies PDHPE K-6 Syllabus</p>			
<p>UNIT DESCRIPTION: Students’ will develop a greater understanding of the need for lifelong preventative health care, through exposure to a service manual approach. Teachers, students and students’ families can now access the Gold Book service manuals as an example of one set of tools they can elect to use as a system for their lifelong preventative health requirements.</p>			
<p>FOUNDATION STATEMENT: “Students describe the factors that influence healthy lifestyle decisions and demonstrate an understanding of the decision-making process. They examine how the use of drugs such as tobacco and alcohol cause harm. They investigate nutritional choices relating to cultural beliefs, special dietary needs and ‘fast food’. Students demonstrate behaviours to stay safe at home, on and near roads, when travelling to and from school, and near water. They demonstrate the capacity to deal with unsafe situations including abuse, bullying and harassment.”</p> <p style="text-align: right;">Page 15, NSW Board of Studies PDHPE K-6 Syllabus</p>			
<p>OUTCOMES: “Throughout the years of primary schooling students will develop an appreciation and commitment to healthy and socially just ways of living. Following completion of this unit, students should “increasingly accept responsibility for personal and community health.”</p> <p style="text-align: right;">Page 17, NSW Board of Studies PDHPE K-6 Syllabus</p>			
<p>Knowledge and understanding: Page 32-33, NSW Board of Studies PDHPE K-6 Syllabus</p> <p>PHS2.12 Discusses the factors influencing personal health choices: -Explains the needs for good health practices -Discusses food needs for growth and activity -Identifies and discusses family practices related to lifestyle that keep them healthy/safe.</p> <p>SLS2.13 Discusses how safe practices promote personal wellbeing: -Discusses why substances like tobacco can be dangerous to the body -Identifies people from whom they can seek advice and support in emergency situations -Explains the need for safe behaviour in familiar settings</p>		<p>Skills: Page 22, NSW Board of Studies PDHPE K-6 Syllabus</p> <p>DMS2.2 Makes decisions as an individual and as a group member: -Discusses advantages and disadvantages of options with friends when making decisions, e.g. decisions about smoking -Considers feelings and needs of others in making decisions -Clarifies reasons for reaching a particular decision -Assists the group to achieve consensus in group goal setting</p>	

<p>Growth & Development</p> <p>Personal Identity</p> <ul style="list-style-type: none"> • recognising strengths and limitations <ul style="list-style-type: none"> - developing strengths - setting goals • recognising attributes of self and others • confronting problems • feelings about self • positive self-talk • gender images and expectations <p>The Body</p> <ul style="list-style-type: none"> • systems <ul style="list-style-type: none"> - functions • appropriate/inappropriate touch • rates and stages of growth and development • heredity <p>Human Sexuality</p> <ul style="list-style-type: none"> • male / female characteristics • changes related to puberty <p>Changes</p> <ul style="list-style-type: none"> • physical body changes <ul style="list-style-type: none"> - feelings about changes • changing friendships and relationships <p>Values</p> <ul style="list-style-type: none"> • definition of values <ul style="list-style-type: none"> - personal values - school values - family and cultural values 	<p>Personal Health Choices</p> <p>Making Decisions</p> <ul style="list-style-type: none"> • analysis of problems • decision making process • influences on decision making <ul style="list-style-type: none"> - family/peers - other significant people, media - feelings and needs of others • taking on responsibility for one's own decisions • risk taking and decisions <p>Nutrition</p> <ul style="list-style-type: none"> • balanced eating habits • special needs <ul style="list-style-type: none"> - illness, e.g. diabetes, heart disease - cultural, e.g. festivals • fast food: a health choice • digestive system <p>Health Services and Products</p> <ul style="list-style-type: none"> • health information and services • influences of media <p>Drug Use</p> <ul style="list-style-type: none"> • identifying drugs <ul style="list-style-type: none"> - appropriate use • administration and storage of medicines • tobacco <ul style="list-style-type: none"> - effects on the body - effect of passive smoking • alcohol 	<p>Safe Living</p> <p>Personal Safety</p> <ul style="list-style-type: none"> • protection • warning signals • safe/unsafe situations • organisations and networks <ul style="list-style-type: none"> - people who can help • assertiveness (No-Go-Tell) • influences on safety choices • identifying and responding to unsafe situations • reducing/eliminating risks • secrets • bribes and threats <p>Home and Rural Safety</p> <ul style="list-style-type: none"> • safe and unsafe places • safety with machines/appliances/animals/substances • responsibility for younger students <p>School and Play Safety</p> <ul style="list-style-type: none"> • need for safety rules around school/playground • modelling fair and safe behaviour <p>Road Safety</p> <ul style="list-style-type: none"> • pedestrian safety <ul style="list-style-type: none"> - safe crossing procedures - using traffic facilities • passenger safety <ul style="list-style-type: none"> - safe passenger behaviour • safety on wheels <ul style="list-style-type: none"> - safe places to ride
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<ul style="list-style-type: none"> • rights and responsibilities <ul style="list-style-type: none"> - self - others • uniqueness of self <ul style="list-style-type: none"> - identity - development • challenging discrimination 	<ul style="list-style-type: none"> - effects on the body • labelling of drugs <p>Environmental Health</p> <ul style="list-style-type: none"> • effects of pollution • individual/group responsibility • recycling • environmentally friendly products <p>Preventive Measures</p> <ul style="list-style-type: none"> • sun protection • disease prevention • communicable diseases <ul style="list-style-type: none"> - immunisation • heart disease <ul style="list-style-type: none"> - nutrition, physical activity • personal hygiene <ul style="list-style-type: none"> - dental care • choice of health care products 	<ul style="list-style-type: none"> - safety equipment <p>Water Safety</p> <ul style="list-style-type: none"> • water rescue skills • safety skills <ul style="list-style-type: none"> - water entry and exit <p>Emergency Procedures</p> <ul style="list-style-type: none"> • recognising an injury/seeking assistance • contacting emergency services
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Outcome	Growth & Development	Personal Health Choices	Safe Living	Teaching and learning activities	Resources
	<p>Personal Identity</p> <ul style="list-style-type: none"> • recognising strengths and limitations <ul style="list-style-type: none"> - developing strengths - setting goals • recognising attributes of self and others • confronting problems • feelings about self • positive self-talk • gender images and expectations <p>The Body</p> <ul style="list-style-type: none"> • systems <ul style="list-style-type: none"> - functions • appropriate/inappropriate touch • rates and stages of growth and development • heredity <p>Human Sexuality</p> <ul style="list-style-type: none"> • male / female characteristics • changes related to puberty 	<p>Making Decisions</p> <ul style="list-style-type: none"> • analysis of problems • decision making process • influences on decision making <ul style="list-style-type: none"> - family/peers - other significant people, media - feelings and needs of others • taking on responsibility for one's own decisions • risk taking and decisions <p>Nutrition</p> <ul style="list-style-type: none"> • balanced eating habits • special needs <ul style="list-style-type: none"> - illness, e.g. diabetes, heart disease - cultural, e.g. festivals • fast food: a health choice <p>Health Services and Products</p> <ul style="list-style-type: none"> • health information and services • influences of media 	<p>Personal Safety</p> <ul style="list-style-type: none"> • protection • warning signals • safe/unsafe situations • organisations and networks <ul style="list-style-type: none"> - people who can help • assertiveness (No-Go-Tell) • influences on safety choices • identifying and responding to unsafe situations • reducing/eliminating risks • secrets • bribes and threats <p>Home and Rural Safety</p> <ul style="list-style-type: none"> • safe and unsafe places • safety with machines/appliances /animals/substances • responsibility for younger students <p>School and Play Safety</p> <ul style="list-style-type: none"> • need for safety rules around school/playground 	<p><u>Lesson One</u></p> <p>Introduce topic by talking about the need for regular health checks from now on. With the service manuals, students are now able to commence these with teacher/parental help.</p> <p>Distribute Gold Book service manuals to class students. Have students find their own age page (use Age 8, page 44 – 45). Ask students to read through Section A, and then discuss implications in class.</p> <p>With Section B and C, have students circle the answers to the questions, and write some names of foods that they should be eating in low, medium and high volume, as per the food pyramid.</p> <p>Ask them all to weigh themselves on the class scales provided, and mark in their own weight. Their height should also be measured and recorded. This is to teach them the importance of regular lifelong weighing, given the obesity epidemic in Australia today.</p> <p>In the 'My Action Plan', have students list any items on their service manual page that they would like to address over the coming year.</p>	<p>Gold Book service manual.</p> <p>Set of weighing scales.</p> <p>Height tape.</p>

	<p>Changes</p> <ul style="list-style-type: none"> • physical body changes <ul style="list-style-type: none"> - feelings about changes • changing friendships and relationships <p>Values</p> <ul style="list-style-type: none"> • definition of values <ul style="list-style-type: none"> - personal values - school values - family and cultural values • rights and responsibilities <ul style="list-style-type: none"> - self - others • uniqueness of self <ul style="list-style-type: none"> - identity - development • challenging discrimination 	<p>Drug Use</p> <ul style="list-style-type: none"> • identifying drugs <ul style="list-style-type: none"> - appropriate use • administration and storage of medicines • tobacco <ul style="list-style-type: none"> - effects on the body - effect of passive smoking • alcohol <ul style="list-style-type: none"> - effects on the body • labelling of drugs <p>Environmental Health</p> <ul style="list-style-type: none"> • effects of pollution • individual/group responsibility • recycling • environmentally friendly products <p>Preventive Measures</p> <ul style="list-style-type: none"> • sun protection • disease prevention • communicable diseases <ul style="list-style-type: none"> - immunisation • heart disease <ul style="list-style-type: none"> - nutrition, physical activity • personal hygiene <ul style="list-style-type: none"> - dental care • choice of health care products 	<ul style="list-style-type: none"> • modelling fair and safe behaviour <p>Road Safety</p> <ul style="list-style-type: none"> • pedestrian safety <ul style="list-style-type: none"> - safe crossing procedures - using traffic facilities • passenger safety <ul style="list-style-type: none"> - safe passenger behaviour • safety on wheels <ul style="list-style-type: none"> - safe places to ride - safety equipment <p>Water Safety</p> <ul style="list-style-type: none"> • water rescue skills • safety skills <ul style="list-style-type: none"> - water entry and exit <p>Emergency Procedures</p> <ul style="list-style-type: none"> • recognising an injury/seeking assistance • contacting emergency services 	<p>Homework:</p> <p>Ask students to take the service manual home to discuss their completed age page with their parents, asking parents or guardians to sign once this service check is complete.</p> <p>Ask students to document on the age page any suggestions for next class discussion arising from the parental review of the service manual.</p> <p><u>Lesson Two</u></p> <p>Review parent signed age pages and discuss progress with students. Focus on and discuss any area of interest brought up by the students after their discussions with their parents/guardians.</p> <p>If time permits, reinforce value of service manual approach to preventative health by selecting one topic area (eg. seatbelts, smoking, exercise, weight control, dental hygiene) and discuss this, referring to older age pages occurring later in service manual, pointing out the importance of ongoing lifelong attention to these.</p> <p><i>Summary</i> – Summarise service manual concept, using the contents of the Gold Book Preface (including the proverb).</p>	<p>Gold Book service manual.</p>
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NOTE:

The important concept to impart is the need for an annual, lifelong, preventative health check up. The Gold Book Service Manual is simply one tool that students can use to start a regular lifelong check-up process, just like the service manual in a car.

As well as teaching students about the need for an annual preventative health check up, the Service Manual lessons can be used:-

1. At the start of the calendar year, to focus students on some of the topics relevant to their preventative health care, OR,
2. At the end of the calendar year, to cement gains made on all of these areas, OR,
3. At a time during the year when appropriate to review the preventative health subjects contained within, OR,
4. A combination of the above through the student year, regularly referring back to service manuals as preventative health subjects are discussed.

As well as a class learning manual, these can also be used as an assessment tool, or a homework assignment, as preferred by the teacher.

However, given the above options, the KEY recommendation is that these service manuals are used so that the student learns at an early age the importance of an annual preventative health check up:-

“If you give a man a fish, you feed him today.
If you teach a man to fish, you feed him for life”.

In the same way, this method of teaching a service manual approach for health prevention today, should teach students how to use this technique for their preventative health for tomorrow. It is hoped that this approach will become a valuable core tool for Australians of the future, but also a valuable long term reminder of the need for *taking responsibility for one's own decisions* (Personal Health Choices Content p43, PDHPE K-6 Syllabus) to maintain adequate lifelong preventative health.