

<b>YEAR:</b> 6	<b>Health Education</b>	<b>UNIT TITLE:</b> <u>Preventative Health</u>	<b>LENGTH:</b> 2 Lessons
<p><b>AIM:</b> “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><b>RATIONALE:</b> “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><b>UNIT DESCRIPTION:</b> 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><b>FOUNDATION STATEMENT:</b> “Students examine key factors that contribute to a balanced lifestyle and keeping safe and healthy. They examine nutritional information, disease prevention and the effects of drugs on the body and they identify behaviours that impact on wellbeing. Students assess the safety of situations in home, school, water, and road environments and identify appropriate responses. They describe and practise a range of personal safety strategies that could be used in threatening or abusive situations. They take responsibility for personal decisions, recognising the effects that decisions have on self and others.”</p> <p style="text-align: right;">Page 15, NSW Board of Studies PDHPE K-6 Syllabus</p>			
<p><b>OUTCOMES:</b> “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><b>Knowledge and understanding:</b> Page 32-33, NSW Board of Studies PDHPE K-6 Syllabus</p> <p>PHS3.12 Explains the consequences of personal lifestyle choices: -Identifies the positive and negative effects of various substances on the body e.g. sunblock, alcohol, analgesics, tobacco, caffeine</p> <p>SLS3.13 Describes safe practices that are appropriate to a range of situations and environments: -Plans how to take responsibility for their own safety and that of others -Identifies factors that may cause accidents -Uses safety devices &amp; protective equipment in relevant situations e.g. helmets, seatbelts</p>		<p><b>Skills:</b> Page 22, NSW Board of Studies PDHPE K-6 Syllabus</p> <p>DMS3.2 Makes informed decisions and accepts responsibility for consequences: -Discriminates between a variety of products that are healthy and unhealthy. e.g. food, drinks -Accepts responsibility for their decisions -Predicts the consequences of their choices e.g. use of alcohol and tobacco -Strives to achieve a relevant personal target e.g. improves swimming distance -Recognises a medical emergency and knows how to give and gain assistance -Applies decision-making when choosing a recreational pursuit</p>	

**Growth & Development**

Personal Identity

- influences on self esteem and behaviour
  - family, friends, community
  - personal abilities
  - body changes
  - increased responsibility
  - changing needs and requirements
  - media and culture
- developing and maintaining a positive self-concept
- setting goals
- influences of media and culture
  - body image
- feelings about self and others
- gender images and expectations

The Body

- appropriate / inappropriate touching
- body systems
  - functions
  - interrelationships
- effects of nutrition, activity

Human Sexuality

- changes at puberty
  - menstruation
- reproductive process
- responsibility in sexual relationships
  - emotional readiness

Changes

- identify changes
  - physical, social and emotional
- methods of coping with change
  - activity, relaxation, stress management

**Personal Health Choices**

Making Decisions

- decision making process
- influences on decision making
  - family/peers
  - other significant people
  - media
  - feelings and needs of others
- considering the effect of decisions on others
- supporting others in their decision making
- making health decisions
- risk-taking and decisions
- evaluating decisions
- **taking on responsibility for one's own decisions**

Nutrition

- nutritional needs across lifespan
- energy intake/energy expenditure
- variety of food choices
- food preparation, storage
- special needs/considerations
- salt/sugar intake
- saturated fats

Health Services and Products

- health information and services
- influences of media
- traditional and alternative health products and services

Drug Use

- definition, legal and illegal
- appropriate use, administration and storage of medicines

**Safe Living**

Personal Safety

- protection
- warning signs and signals
- identifying risk situations, people and places
- reacting to unsafe situations
- assertiveness
- rights and responsibilities
- maintaining/extending networks
- responding to risk situations
- bribes, threats
- safety plans

Home and Rural Safety

- safety with machines, appliances, animals and substances
- reducing and eliminating hazards
- promoting safety awareness
- responsibility for self and others
- bribes, threats
- safety plans

School and Play Safety

- minimising hazards around the school/playground
- modelling fair and safe behaviour
- promoting safety awareness at school and in play situations

Road Safety

- pedestrian safety
  - rights and responsibilities of a pedestrian
  - safe practices near buses
- passenger safety
  - responsibility as a passenger

<ul style="list-style-type: none"> <li>• grief and loss <ul style="list-style-type: none"> <li>- dealing with emotions</li> </ul> </li> </ul> <p>Values</p> <ul style="list-style-type: none"> <li>• importance of values</li> <li>• influences on personal values</li> <li>• developing a code of behaviour</li> <li>• uniqueness of self <ul style="list-style-type: none"> <li>- identity</li> <li>- development</li> <li>- goals</li> <li>- challenging discrimination</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• effects of drugs <ul style="list-style-type: none"> <li>- caffeine</li> <li>- alcohol</li> <li>- tobacco</li> </ul> </li> <li>• media and drugs</li> <li>• effects of drug use for the community</li> <li>• labelling of drugs</li> </ul> <p>Environmental Health</p> <ul style="list-style-type: none"> <li>• energy conservation</li> <li>• global pollution</li> <li>• recycling</li> <li>• environmentally friendly products</li> <li>• planting programs</li> </ul> <p>Preventive Measures</p> <ul style="list-style-type: none"> <li>• sun protection</li> <li>• disease prevention <ul style="list-style-type: none"> <li>- communicable diseases</li> <li>- immunisation</li> <li>- sexually transmitted diseases</li> <li>- blood borne viruses, HIV/AIDS</li> <li>- hereditary diseases</li> <li>- lifestyle disease e.g. development of heart disease</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• safety on wheels <ul style="list-style-type: none"> <li>- using bicycles, skateboards and rollerblades safely</li> <li>- safety equipment</li> </ul> </li> </ul> <p>Water Safety</p> <ul style="list-style-type: none"> <li>• in different water environments</li> <li>• survival swimming skills</li> </ul> <p>Emergency Procedures</p> <ul style="list-style-type: none"> <li>• basic first aid - DRABCD</li> <li>• contacting emergency services</li> </ul>
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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"> <li>• influences on self esteem and behaviour <ul style="list-style-type: none"> <li>- family, friends, community</li> <li>- personal abilities</li> <li>- body changes</li> <li>- increased responsibility</li> <li>- changing needs and requirements</li> <li>- media and culture</li> </ul> </li> <li>• developing and maintaining a positive self-concept</li> <li>• setting goals</li> <li>• influences of media and culture <ul style="list-style-type: none"> <li>- body image</li> </ul> </li> <li>• feelings about self and others</li> <li>• gender images and expectations</li> </ul> <p>The Body</p> <ul style="list-style-type: none"> <li>• appropriate / inappropriate touching</li> <li>• body systems <ul style="list-style-type: none"> <li>- functions</li> </ul> </li> </ul>	<p>Making Decisions</p> <ul style="list-style-type: none"> <li>• decision making process</li> <li>• influences on decision making <ul style="list-style-type: none"> <li>- family/peers</li> <li>- other significant people</li> <li>- media</li> <li>- feelings and needs of others</li> </ul> </li> <li>• considering the effect of decisions on others</li> <li>• supporting others in their decision making</li> <li>• making health decisions</li> <li>• risk-taking and decisions</li> <li>• evaluating decisions</li> <li>• <b>taking on responsibility for one's own decisions</b></li> </ul> <p>Nutrition</p> <ul style="list-style-type: none"> <li>• nutritional needs across lifespan</li> <li>• energy intake/energy expenditure</li> <li>• variety of food choices</li> <li>• food preparation, storage</li> <li>• special needs/considerations</li> <li>• salt/sugar intake</li> <li>• saturated fats</li> </ul>	<p>Personal Safety</p> <ul style="list-style-type: none"> <li>• protection</li> <li>• warning signs and signals</li> <li>• identifying risk situations, people and places</li> <li>• reacting to unsafe situations</li> <li>• assertiveness</li> <li>• rights and responsibilities</li> <li>• maintaining/extend ing networks</li> <li>• responding to risk situations</li> <li>• bribes, threats</li> <li>• safety plans</li> </ul> <p>Home and Rural Safety</p> <ul style="list-style-type: none"> <li>• safety with machines, appliances, animals and substances</li> <li>• reducing and eliminating hazards</li> <li>• promoting safety awareness</li> <li>• responsibility for self and others</li> <li>• bribes, threats</li> <li>• safety plans</li> </ul> <p>School and Play Safety</p> <ul style="list-style-type: none"> <li>• minimising hazards</li> </ul>	<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 10, page 46 – 47). 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>

	<ul style="list-style-type: none"> <li>- inter-relationships</li> <li>• effects of nutrition, activity</li> </ul> <p>Human Sexuality</p> <ul style="list-style-type: none"> <li>• changes at puberty</li> <li>- menstruation</li> <li>• reproductive process</li> <li>• responsibility in sexual relationships</li> <li>- emotional readiness</li> </ul> <p>Changes</p> <ul style="list-style-type: none"> <li>• identify changes</li> <li>- physical, social and emotional</li> <li>• methods of coping with change</li> <li>- activity, relaxation, stress management</li> <li>• grief and loss</li> <li>- dealing with emotions</li> </ul> <p>Values</p> <ul style="list-style-type: none"> <li>• importance of values</li> <li>• influences on</li> </ul>	<p>Health Services and Products</p> <ul style="list-style-type: none"> <li>• health information and services</li> <li>• influences of media</li> <li>• traditional and alternative health products and services</li> </ul> <p>Drug Use</p> <ul style="list-style-type: none"> <li>• definition, legal and illegal</li> <li>• appropriate use, administration and storage of medicines</li> <li>• effects of drugs <ul style="list-style-type: none"> <li>- caffeine</li> <li>- alcohol</li> <li>- tobacco</li> </ul> </li> <li>• media and drugs</li> <li>• effects of drug use for the community</li> <li>• labelling of drugs</li> </ul> <p>Environmental Health</p> <ul style="list-style-type: none"> <li>• energy conservation</li> <li>• global pollution</li> <li>• recycling</li> <li>• environmentally friendly products</li> <li>• planting programs</li> </ul> <p>Preventive Measures</p> <ul style="list-style-type: none"> <li>• sun protection</li> <li>• disease prevention <ul style="list-style-type: none"> <li>- communicable diseases</li> </ul> </li> </ul>	<p>around the school/playground</p> <ul style="list-style-type: none"> <li>• modelling fair and safe behaviour</li> <li>• promoting safety awareness at school and in play situations</li> </ul> <p>Road Safety</p> <ul style="list-style-type: none"> <li>• pedestrian safety <ul style="list-style-type: none"> <li>- rights and responsibilities of a pedestrian</li> <li>- safe practices near buses</li> </ul> </li> <li>• passenger safety <ul style="list-style-type: none"> <li>- responsibility as a passenger</li> </ul> </li> <li>• safety on wheels <ul style="list-style-type: none"> <li>- using bicycles, skateboards and rollerblades safely</li> <li>- safety equipment</li> </ul> </li> </ul> <p>Water Safety</p> <ul style="list-style-type: none"> <li>• in different water environments</li> <li>• survival swimming skills</li> </ul> <p>Emergency Procedures</p> <ul style="list-style-type: none"> <li>• basic first aid - DRABCD</li> </ul>	<p>Homework: Ask students to take service manual 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.