

# Unit 1: Health & Activity

**Strands:**

- ✓ Active Lifestyle
- ✓ Personal Health Choices

## Focus Question:

## What is balance and how can we achieve this in our life?

In this unit, students develop an understanding of balance in their life. Students consider how aspects of physical, social and emotional / mental health contribute to overall wellbeing and identify ways they can maintain a balanced lifestyle.

This unit provides opportunities for integration with Mathematics and Science.

## Resources:

- ✓ Healthy Active Quiz
- ✓ Worksheet 1A: Food and Activity Diary
- ✓ Extension Activity 1A: Balance Scorecard

## Duration:

- ✓ Approximately 2 lessons

## Outcomes and Indicators:

Knowledge and Understanding
<ul style="list-style-type: none"> <li>• Explains the consequences of personal lifestyle choices (PHS3.12)</li> <li>✓ Analyses personal food intake and physical activity involvement to identify the balance of choices made</li> </ul>
Skills
<ul style="list-style-type: none"> <li>• Acts in ways that enhance the contribution of self and others in a range of cooperative situations (INS3.3)</li> <li>✓ Clarifies opinions of self and others and negotiates during group activities</li> </ul>
Values and Attitudes
<ul style="list-style-type: none"> <li>• Increasingly accepts responsibility for personal and community health (V4)</li> <li>✓ Values the need to pursue health lifestyles</li> </ul>

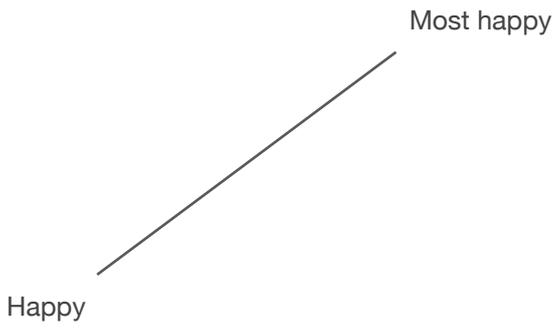
The Australian Institute of Sport (AIS) is Australia's premier sports training institute. And while AIS athletes are very talented, sport is only one part of their studies.

While every athlete at the AIS must adhere to very strict training and dietary regimes, with some training for up to eight hours a day, they also need to:

- ✓ attend school, TAFE or university, and achieve good grades
- ✓ be well behaved and follow the rules for living on campus

Most importantly, they need to want to become the best that they can be. This means that athletes will not only excel at their chosen sport but they will also be able to apply these learnings to all parts of their life. So, whether they become a world champion or move on to other things, they will be a success in making a good life for themselves.

Class Structure	Learning Experience	Teaching Notes
<b>Whole class</b>	<p>Discuss what students think makes up a good life.</p> <p>List various items on the board such as food, money, clothes, health, exercise, etc.</p>	
<b>Whole class</b>	<p>Discuss what students think the term balance means.</p> <p>Ask the class for suggestions about what balance means and then refer to a dictionary definition.</p>	Macquarie Dictionary definition: balance noun to have an equality or equivalence in weight, parts, etc.; be in equilibrium.
<b>Whole class</b>	<p>Lead a discussion explaining why a balanced life is better than one that has too much of one thing or not enough of another.</p>	<p>The AIS understands the importance of a balanced life. It would be all too easy for these top athletes to focus on nothing but sport. But this would leave them with a very unbalanced life, which would not help them in the 'real world'. For example, if an athlete focused only on sport and not on their studies, they may not be able to read or write properly. Or if they do not learn about what foods are good and bad for them, when they leave the AIS they might have poor eating habits and undo all the good work that they've done at the AIS.</p>

Class Structure	Learning Experience	Teaching Notes
<p><b>Whole class</b></p> <p><b>Small groups</b></p>	<p>Discuss what gives us balance in life. Ask students to 'Think, Pair, Share' ideas.</p> <p>Ask the class if money makes us happy?</p> <p>After a brief discussion, split children into groups and ask them to list other things that make them happy. From the list, create a 'cline' to order ideas.</p> <p>A member from each group presents their cline to the class. Students identify common things from each group.</p>	<p>Students are asked to 'think' silently, 'pair' with a friend to discuss thoughts and 'share' with the class.</p> 
<b>Whole class</b>	<p>Introduce Worksheet 1A: Food and Activity Diary. Explain that we are going to look at ourselves, what we see, what we eat, what we do and look at how these combine to give us a good life.</p> <p>The diary is to be filled in over a period of two days and used in Unit 3.</p>	
<b>Individuals</b>	<p>Introduce Extension Activity 1A: Balance Scorecard. Students analyse and reflect on the level of balance in their lives.</p>	<p>This may be completed as a take-home or in-class task.</p>

Student Assessment	Unit Evaluation
<ul style="list-style-type: none"> <li>✓ Observe students' application of the word balance to a healthy lifestyle</li> <li>✓ Observe students' ability to reflect on what makes them happy</li> <li>✓ Assess completion of Worksheet 1A : Food and Activity Diary</li> <li>✓ Assess completion of Extension Activity 1A: Balance Scorecard</li> </ul>	<ul style="list-style-type: none"> <li>✓ Did students enjoy the learning experiences?</li> <li>✓ Were the tasks appropriate to students' ability and understanding?</li> <li>✓ Were there sufficient opportunities for all students to actively participate?</li> <li>✓ Were all available resources used effectively?</li> <li>✓ Was the unit a suitable length?</li> </ul>

# Unit 1: Health & Activity

Name

## Worksheet 1A: Food and Activity Diary

Write down everything you eat and drink including how much (for example, 1 cup of milk; 1 apple) over the next two days. Record your mood and feelings (for example, hungry or bored) when you eat.

At the same time record all the activities that you do (including sleeping, doing your homework, as well as activities like playing sport, walking to school, etc) over the next two days. Don't forget to include how long each activity took.

Keep your diary and a pencil with you all the time so you remember to write down all activities regularly throughout the day.

For example, your diary may look like this:

Time	When	Food and drinks	My mood and feelings	Activity and time spent
8:00am	Before school	Two slices white toast with honey. 1 banana and half cup orange juice	A bit sleepy	Rode bike to school (10 minutes)

Time	When	Food and drinks	My mood and feelings	Activity and time spent
6:00am 7:00am 8:00am	Before school			
9:00am 10:00am	Before recess			
10:00am 10:30am	Recess			
10:30am 12:00pm	Before lunch			
12:00pm 1:00pm	Lunch			
2:00pm 3:00pm	After lunch			
4:00pm 5:00pm	After school			
6:00pm 7:00pm	Dinner			
Post 7:00pm	Before bed/ bedtime			

# Unit 1: Health & Activity

## Extension Activity 1A: Balance Scorecard

Balance is an important part of a healthy life. Our physical, social, emotional and mental health all contribute to our general wellbeing. It is easy to think that because we are simply exercising regularly, we are 'healthy'. We must consider all other areas of our health.

### Physical health –

activities that improve the functioning of your body such as healthy eating and exercise.



### Social health –

activities that include positive interaction with others such as spending time with family and friends



### Emotional/Mental health –

activities that improve the functioning of your mind such as taking the time to rest and relax



Record the things that you did on the weekend/do on an average weekend and decide which areas of your health they contributed to. See the below example:

Saturday	
Healthy breakfast	1 point physical (nutritious meal)
Walking the dog with my friend	1 point physical 1 point social
Netball game	1 point physical 1 point social
Take away lunch	Depending on what you think the nutritional value of the meal is, possibly 0 points
Shower/bath	1 point physical (personal hygiene) 1 point emotional/mental (relax)
Watching television	1 point emotional/mental
Healthy dinner with family	1 point physical 1 point social
Reading before bed	1 point emotional/mental

# Unit 1: Health & Activity

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## Extension Activity 1A: Balance Scorecard

My Weekend:



Activity	Health Value

Tally the number of activities attributed to each part of your health development.

Physical

Social

Emotional/  
Mental

Reflect: What conclusions can you draw from these results?  
List two ways you can make your life more balanced.

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# The Healthy Active QUIZ:

## What's your Healthy Active IQ?

Using the provided twelve question quiz, test the 'IQ' of your students before and after completing The Healthy Active Quiz.

### Resources:

- ✓ What's your Healthy Active IQ?

### Duration:

- ✓ 2 lessons

Class Structure	Learning Experience	Teaching Notes
Individuals	Test your students' Healthy Active literacy skills before and after teaching the program	Quiz Answers:  Nutrition: 1. b 2. d 3. a 4. b  Activity: 5. e 6. a 7. a 8. b  Lifestyle: 9. d 10. b 11. a 12. c

### The Healthy Active QUIZ:

# The Healthy Active QUIZ:

Name

## Nutrition:

- 1. Australian kids don't eat enough fruit and vegetables. How much of these foods should you eat each day?**
  - a. If you don't like veggies, just eat fruit
  - b. 2 pieces of fruit and 5 different vegetables
  - c. 5 pieces of fruit and at least 2 vegetables
  - d. You can drink juice if you don't like vegetables

### Answer:

- 2. A glass of milk, a 22g tub of yoghurt and two slices of cheese are all dairy foods. Each serve provides 300mg of which nutrient?**
  - a. Protein
  - b. Iron
  - c. Phosphorus
  - d. Calcium

### Answer:

- 3. Red meat contains an important mineral; iron. Iron is needed for:**
  - a. Healthy blood
  - b. Strong bones
  - c. Skin health
  - d. Healthy digestion

### Answer:

- 4. Some foods should only be part of your diet once a week. These are "sometimes foods". Which of the following are examples?**
  - a. Foods like pretzels; muesli bars; reduced fat ice-cream; frosty fruit ice blocks
  - b. Foods like chips; chocolate; pastries; cordial
  - c. Foods like popcorn from kernels; dried fruit; fruit bread; crumpets

### Answer:

## Activity:

- 5. Exercise is important. How much exercise is recommended each day?**
  - a. 30 minutes of moderate activity 1-2 times per week
  - b. 1 hour of moderate to vigorous exercise each day of 5 – 18 year olds
  - c. If you are 12 – 18 years, 20 minutes of vigorous and 40 minutes of moderate activity 3-4 times per week
  - d. If you are a Preschooler, you should be active for several hours every day
  - e. Answer b, c and d are all correct

### Answer:

- 6. Muscle burns 20 times more energy than fat:**
  - a. True
  - b. False
  - c. There is no difference between fat and muscle

### Answer:

- 7. Your resting heart rate is around 72 beats per minute:**
  - a. True
  - b. False

### Answer:

- 8. Glycogen is the storage form of carbohydrate in the body. Where is it stored in the body?**
  - a. In the brain
  - b. In the liver and muscle
  - c. In the digestive system
  - d. In large leg muscles

### Answer:

Continued...

# The Healthy Active QUIZ:

Name

## Lifestyle:

9. There are guidelines for children about watching television because it is an activity that should be limited to:

- a. 5 hours a day
- b. As much as you like
- c. None
- d. Less than 2 hours a day

**Answer:**

10. Eating breakfast each day helps you to:

- a. Sleep better
- b. Concentrate better
- c. Gain weight
- d. Make you hungry so you eat more later in the day

**Answer:**

11. What is the chief reason people choose the foods they eat?

- a. Cost
- b. Taste
- c. Convenience
- d. Nutritional value

**Answer:**

12. The human body has an unlimited capacity to store:

- a. Carbohydrate
- b. Protein
- a. Fat
- b. All of the above

**Answer:**

## My Healthy Active Score:

Add up your score, giving one point per question you got correct.

My score:

/12

