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Let's be healthy

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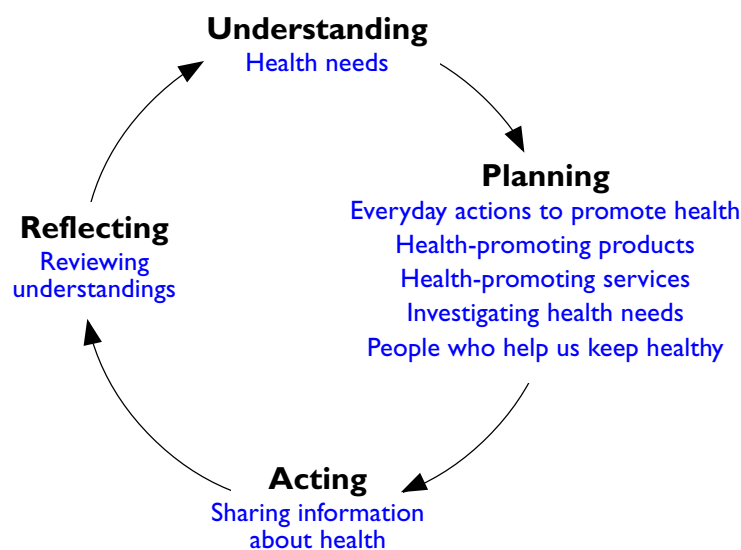
Promoting the Health of Individuals and Communities

Purpose

Students explore ways of maintaining good health. They identify practices and products that promote health and investigate health-related services provided by people in the community. Students have opportunities to gather information about how different people meet their health needs, to investigate health-related occupations, to create a play area in the classroom and to role-play giving and receiving health services. They also prepare oral or written presentations about ways to promote health.

Overview of activities

Activities in this module are designed to promote student-centred learning, in particular to engage students in decision making and problem solving. As the following diagram shows, activities are sequenced in **understanding**, **planning**, **acting** and **reflecting** phases.



Core learning outcomes

This module focuses on the following core learning outcomes from the Years 1 to 10 Health and Physical Education Syllabus:

Promoting the Health of Individuals and Communities

- 1.1 Students describe and demonstrate everyday actions that they can take in a range of situations to promote their health.
- 1.4 Students explain how health products and people in the community help them meet their health needs.

Core content

Promoting the Health of Individuals and Communities

This module incorporates the following core content from the syllabus:

- factors influencing health — nutrition, physical activity, individual and group actions and behaviours;
- strategies to promote personal and community health;
- issues related to the selection of health products, services and information, with a focus on meeting the health needs of self and others.

Assessment strategy

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcomes identified in this module.

Promoting the Health of Individuals and Communities 1.1

- **Students participate in discussions that allow them to describe everyday actions that promote health.**
 - Can the student describe how to keep his or her own body clean?
 - Can the student describe how to keep his or her own body healthy?
 - Can the student describe how to stay healthy in various situations — for example, at home, at school, when staying at a friend's house?

Promoting the Health of Individuals and Communities 1.1, 1.4

- **During play situations, students demonstrate ways of meeting their health needs, including using health-related products and contacting appropriate people.**
 - Can the student demonstrate actions he or she would take to promote health?
 - Can the student contribute to the creation of play areas replicating places in the community where people obtain health-related products and seek help from health workers?
 - When playing in a range of situations, does the student demonstrate understanding of these products and the various roles of these workers?

Promoting the Health of Individuals and Communities
1.1, 1.4

- Students present information about actions, products and services that help them meet their health needs.
 - Can the student describe actions to promote health?
 - Can the student explain how certain products help to meet people's health needs?
 - Can the student explain how health workers in the community help people meet their health needs?

Background information

Teaching–learning approaches

This module is designed to build on students' prior knowledge and understandings about health needs and the options for meeting those needs. Everyday problems and actions, real-life situations and aspects of popular culture are included in activities as a means of linking and valuing students' out-of-school experiences. The module also recognises the role of play in learning. Students participate in child-centred play to explore the roles and responsibilities of health-service providers, the interactions involved in seeking assistance on health matters, and the products used to promote health.

Throughout the module, teachers should ensure that students are aware of the dangers of using certain health products without adult supervision.

Materials required in this module include:

- props for play areas depicting health-related occupations — for example, X-rays, bandages, jars, bottles, appointment cards;
- texts for student reference — for example, fiction and nonfiction books, leaflets, brochures, posters;
- if available, videotapes or segments of television shows highlighting health needs and products.

Terminology

Activities in this module involve the use of the following language in the context of Health and Physical Education:

actions	health needs	people
community	health products	solutions
health	occupations	

School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module.

Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of diversity and supportive environments. It includes activities that encourage students to:

- respect and appreciate the different choices individuals make when meeting health needs;
- understand that all people have common health needs;
- understand that there are various people and products available to support their health needs.

Students with disabilities or learning difficulties may require some activities to be modified in order to optimise both their participation and their ability to demonstrate the outcomes. Teachers should consult with parents/carers and specialist support staff to determine whether modification is necessary.

Support materials and references

- Mead, H. & Fulwood, N. 1979, *Taking Care of Teeth*, The Jacaranda Press, Brisbane.
- Richardson, J. 1983, *What Happens When You Hurt Yourself?*, Evan Brothers, London.
- Rowan, K. & McEwan, K. (illust.) 1998, *I Know How To Fight Germs*, Walker Books, Sydney.
- Salmon, M. 1998, *The Pirate Who Wouldn't Wash*, Bilby Books, Gosford, NSW.
- Viorst, J. 1972, *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, Angus & Robertson, Sydney.
- Wale, C. 1996, *Take Care: On Your Own*, Wayland Publishers, Hove, Sussex.
- Warbrick, S. 1997, *People Who Help: Nurse*, Rigby Heinemann, Melbourne.
- Watson, C. 1995, *A Day in the Life of a ... Doctor*, Franklin Watts, Sydney.
- Watson, C. 1998, *Busy Places: Hospital*, Franklin Watts, Sydney.

Activities

Understanding

HEALTH NEEDS

Developing an understanding of own health needs and identifying people at school and at home who help to meet these needs

► Students give examples of situations and problems at school when they need assistance from others. They identify people who might help them and suggest ways the problems could be resolved. The teacher records and collates ideas in a table like the one below.

Situation/problem	Who could help?	Solutions
Lost lunch	Class teacher Friend	Check all port racks in the school. Buy lunch at the tuckshop. Share a friend's lunch.
Ball on roof	Groundsperson	Use a ladder to climb up and get the ball.
Bleeding foot	Teacher	Go to the first-aid room. Call parents or a nurse or doctor.

► Students give examples of similar situations and problems at home, identify people who might help, and suggest solutions. This information can be added to the table compiled earlier.

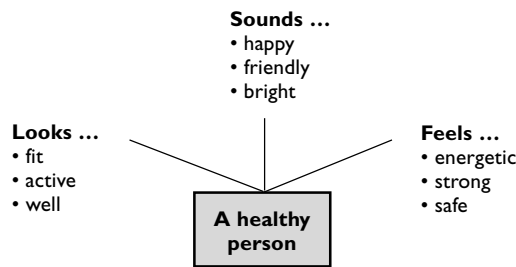
Situation/problem	Who could help?	Solutions
Flies getting into the house	Big sister	Fix the screen. Close the door. Use a fly swat.
Can't sleep	My brother	He could keep quiet. I could get my own room.

► Students discuss the concept of 'health' and identify situations and problems in the table that relate to their health needs — for example, injuries that require first aid, the need for sleep and rest.

Focus questions could include:

- Do any of these situations/problems relate to your health? How?
- What do we mean when we talk about health?
- What things do you need to keep healthy?
- What do you need to help you grow?
- What can you do to keep yourself healthy?
- Who helps you to keep healthy at school? At home?
- What do these people do to help you keep healthy?

► As a whole-class activity, students summarise their understandings of health in a chart like the one below. They could use drawings and/or labels to present ideas.



Teaching consideration

Encourage students to think about the different dimensions of health — physical, social, mental, emotional and spiritual. The discussion should not focus solely on physical aspects.

► Students participate in a ‘Think, Pair, Share’ activity to extend the range of health needs already suggested. They could refer to the chart above for ideas. For example, people need healthy food to help them keep well; children need adults or older brothers/sisters to help keep them safe. Students then group and label the final list of ideas in a variety of ways — for example, health needs at school/at home; health needs that we can deal with/that we need help with.

Teaching considerations

Model the ‘Think, Pair, Share’ strategy to highlight the thinking processes involved:

- Individually, students record (draw/write) all the health needs, issues or problems they can think of on separate Post-it notes or strips of paper.
- In pairs, students share their ideas and discard any that are the same.
- Pairs then join to form small groups where the process is repeated.
- The process continues until the class has compiled a single joint list.

Planning

EVERYDAY ACTIONS TO PROMOTE HEALTH

Identifying everyday actions to meet own health needs

► Referring to the class list of health needs compiled during the ‘Think, Pair, Share’ activity, students identify everyday actions they take (or could consider taking) to promote their health in a range of situations.

Focus questions could include:

- What can you do to keep yourself healthy at school? At home? Before eating? When playing outside? After playing? After visiting the toilet? When staying at a friend’s house?
- To keep yourself safe and healthy, are there some things you are careful not to do? What are these?

Teaching considerations

Introduce and explain the subject-specific terminology used in the module — for example, actions, health products, health services.

Families may differ in their approaches to health, depending on their cultures, views and beliefs. It is important to be sensitive to these differences during activities in this module.

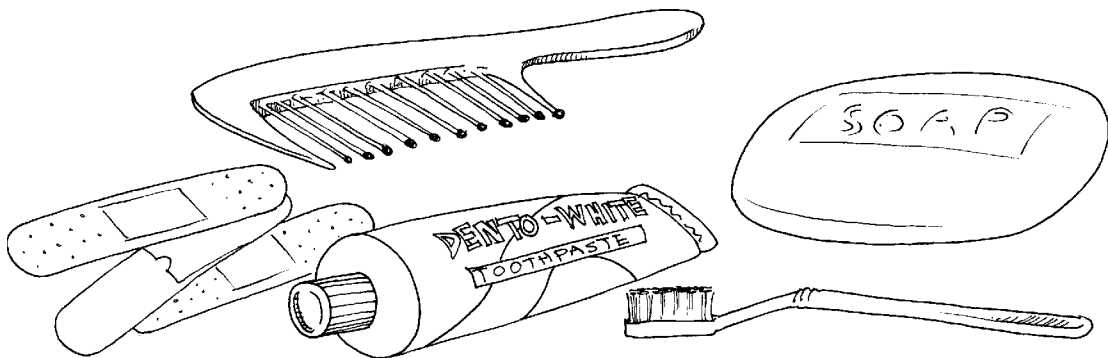
HEALTH-PROMOTING PRODUCTS

Developing an understanding of products used to meet health needs

► Students create a display of health-related products they use. They discuss each product and explain how and why it helps to meet people's health needs. Examples are toothpaste, a toothbrush, dental floss, a comb, soap, a sponge or washer, and sunscreen. Students consider whether everyone uses the same products and the reasons for similarities and differences.

Focus questions could include:

- Which products do you use to help you keep healthy?
- Which products do other people use?
- Which health products do you see advertised on television or in other places?
- How do these products help to keep people healthy?



HEALTH-PROMOTING SERVICES

Identifying community members who help people meet their health needs

► Students identify people in the local community who provide health-related services.

Focus questions could include:

- What places do you visit when you are sick or injured or need help on health matters?
- Who helps you at these places?
- How do they help you?
- What places do other people visit? Who helps them?

INVESTIGATING HEALTH NEEDS

Investigating people's health needs and how they meet their needs

► In the class group, students compile a list of characters from picture books and/or television shows. They choose two or three of these characters and discuss how they meet their health needs. Discussion should focus on everyday actions of the characters, the products they use and the people who help them. The teacher models how to record and collate ideas in a table like the one below. Students then work in groups to identify and record similar details (with simple notes or drawings) about other characters from the list.

Character	Everyday actions to keep healthy	Health problem	Health products used	People who help
Bart Simpson	Plays with friends. Eats food. Goes to school.	Hurts his knee.	Antiseptic cream Adhesive wound dressing	Doctor
Alexander (from <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by J. Viorst)	Eats healthy food. Brushes his teeth. Has friends.	Has a cavity in his tooth. Has a sore foot. Gets soap in his eyes.	Toothbrush Ice Water	Dentist

► Students discuss and compare the actions, products and people identified in the table.

Focus questions will vary depending on the characters discussed. The following are examples:

- Why do you think Bart chose to go to the doctor?
- What else could Barth have done to deal with his injury?
- The doctor and dentist provide health services. What other services are there in the community to help people with their health?
- What would you choose to do if you were Bart?

Teaching considerations

Provide sufficient modelling of the processes involved in completing the table before students begin their own recording and collating of ideas. Guidance provided here will allow students to complete the next activity independently.

Remind students of safety practices associated with the use of some health products. For example, medication should not be taken without adult supervision.

► Students talk with a family member to collect information about how this person meets his or her health needs or helps other family members. They could record information by doing drawings or making simple notes.

Questions for gathering information could include:

- How do you keep healthy?
- What health products do you use?
- Which people in the community help you with your health?
- Why do you use products, seek help and look after your health?

► Students share their findings and, with teacher support, record their information in a table similar to the one used in the previous activity. Students add their own responses to the questions to the table.

Name	Role in family	Everyday actions to promote health	Health products used	People in the community who help
Linda	Mother	Rides a bike Eats good food	Vitamins	Chemist
Lee	Son	Walks to school Plays soccer Washes hands before eating	Soap	Optometrist
Gloria	Grandmother	Rests each afternoon	Toothpaste	Dentist

► Students share their understandings by interpreting information in the table — for example, ‘People go to the chemist if they need special vitamins’ or ‘People use toothpaste to help them keep their teeth clean’. Students talk about and decide ways to present their interpretations — for example, writing simple sentences or illustrating drawings, collages, and models made of playdough or clay.

Focus questions could include:

- What do our families do to keep healthy?
- What are some health products that our families use?
- Who are some of the people who can help us to keep healthy?
- Which health products do adults use? Which products do children use?
- Who are some people in the community who help adults to keep healthy? Who are some people who help children to keep healthy?
- How are these different? Why is this so?
- Do different families use different products? Do they get help from different community members? Why?
- How do families choose which health products to use?
- Where would you find information about health products and community help?

Teaching considerations

Modelling, explicit teaching and scaffolding will be required for students to develop the specific questions and recording format (for example, table, notes, drawings) for use in this activity. The thinking processes required to analyse information in the table should also be modelled.

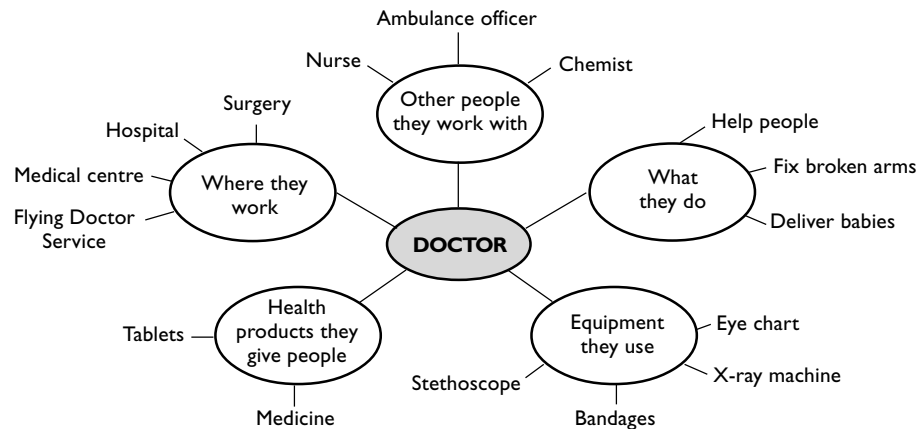
Build on students’ ideas during the discussions, focusing on everyday actions, products and services that promote health. Encourage students to consider the diversity of health services and products available. For example, some people choose to visit a doctor while others may prefer an alternative health service, such as a chiropractor.

It is important to respect the confidentiality of information gathered during the activity and to ensure that some health services and products are not seen as more appropriate or effective than others.

PEOPLE WHO HELP US KEEP HEALTHY

Enhancing understanding of people in the community who provide health-related services

► Students jointly choose some health-related occupations to investigate and draw concept maps to record their current knowledge about each one. (The occupations chosen should reflect the experiences and knowledge of the children and the local community and could include doctor/flying doctor, dentist, ambulance officer, chemist, chiropractor, naturopath or health clinic worker.)



Teaching consideration

Model the thinking and recording processes used to create a concept map. For example, if three occupations have been chosen, use one as a model and have students complete concepts maps for the second collaboratively and the third independently.

► Students plan and create play areas in the classroom showing their understandings of the chosen health-related occupations — for example, chemist shop, doctor’s surgery, first-aid room.

Focus questions could include:

- Who are the people who work in this place?
- What things do these people use?
- Who would visit this place?
- When do people come to this place?
- How do visitors know who works here?
- What do the people who work in this place do?
- What else could they do?

Teaching considerations

The play areas do not have to be elaborate constructions. All they need to do is represent the health services and occupations chosen for investigation. For example, a doctor’s surgery could consist of several chairs for the waiting area and a table and two chairs for the doctor’s room. Props could include jars, bottles, bandages, and signs constructed by students.

Allow students plenty of time for uninterrupted play so that they can develop their understandings of the roles and relationships associated with the health

services represented. Explicit teaching of effective and appropriate language patterns will also help students to become familiar with these roles and relationships.

Interact with students as they play to extend their understandings and to encourage them to take on a variety of roles — for example, doctor, patient, nurse. Share your observations of some interactions and activities in the play area with students to heighten their awareness of health-promoting actions, products and services — for example: 'I noticed "Dr Jordan" explaining how eating healthy food would help the patient keep healthy. Did anyone notice how the patients at the hospital sometimes need to visit a shop to buy extra products?'

► Students refer to a selection of nonfiction texts (for example, books, leaflets, signs, posters, websites) to find more information about their chosen health-related occupations. They can include this information in the concept maps developed previously and add props to the play areas to reflect their new understandings. For example, after reading texts about doctors, students could add tongue depressors, scales and eye charts to the doctor's surgery.

Focus questions could include:

- What kind of text is this? Who would read it? Why?
- What information does it provide?
- What new information can you add to your concept maps?
- How does this change what you might do when you are playing the role of a doctor?

Teaching consideration

The texts for this activity may involve unfamiliar language and genres. Support students by using strategies such as:

- guided and shared reading;
- sequencing sections of text;
- matching illustrations and text;
- masked clozes.

► Students invite community members into the classroom to provide more information about the health-related occupations being investigated. For example, parents could describe how they have their eyes tested by an optometrist, and local doctors or school dental therapists/nurses could explain their roles in the community. After the visit(s), students add information to their concept maps.

► Referring to their concept maps, students make one or two simple statements about the roles of people in each occupation — for example, 'Doctors help you when you are sick'; 'Optometrists give you glasses to wear so that you can see better'. They then compare these roles.

Focus questions could include:

- What health services do people in these jobs provide?
- How do these people help us to keep healthy?
- Do any other people in the community help us in the same way?
- How would you choose which of these to go to for help?
- Is everyone able to go to these people for help? Why?

Acting

SHARING INFORMATION ABOUT HEALTH

Sharing information about health-promoting actions, products and services with others in the school and local community

► In the class group, students summarise information they have gained about health-promoting actions, products and services. They could use a table like the one below to record and collate ideas.

Keeping healthy		
Everyday actions	Products	People who help us
Eat healthy foods. Take care of our bodies. Wash our hands after playing.	Creams/ointments Medicines Drinks	Doctors Nurses Grown-ups

- Students discuss how they could present this information to others and jointly decide on an audience and appropriate medium. Possibilities include:
- producing leaflets or posters for the first-aid room or local shopping centre describing health-promoting actions and/or health products and services available in the community;
 - writing descriptions of local health services for the class or school newsletter;
 - compiling a class book about health-promoting practices, products and services to share with other classes or display in the school library;
 - presenting short talks for assembly about ways to promote health.
- Students prepare their publications or presentations and share these with their chosen audience.

Teaching considerations

Give students ample opportunities to become familiar with the chosen genre. This could include:

- providing activities that help them to identify features of generic structures and to become aware of specific vocabulary and grammatical conventions;
- modelling the writing of texts;
- having students jointly construct texts.

Sufficient time will also need to be allowed for editing, revising and publishing.

Reflecting

REVIEWING UNDERSTANDINGS

Reflecting on knowledge and understandings developed

- ▶ Students ask each other questions about health-related practices, products and services. They could do this in the form of a game with different groups asking and answering questions. Students should also have opportunities to expand on each other's answers.
- ▶ Students discuss their learning during the module.

Focus questions could include:

- Which activities did you most enjoy?
- Which activities helped you learn most about keeping healthy?
- Which activities could have been better?
- What would you like to learn more about?

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

Years 1 to 10 Health and Physical Education Syllabus

Years 1 to 10 Health and Physical Education Sourcebook: Guidelines

Health and Physical Education Initial In-service Materials

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