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| **Fit for Life - Investigation 1**  ***A to Z***  Choose a category:   * Diseases * Bones * Organs * Healthy foods   Now using all of the letters in the alphabet, write down a word that relates to your chosen category. If necessary, after you have written down the word, write down a brief explanation or definition so you can also explain the word to others. Make sure you spell the word correctly! |

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| **Fit for Life - Investigation 2**  ***Acronymns***  Devise an Acronym using the words LIVE WELL to remember important facts about healthy living  Here is an example  **L** eisure activities  **I** nvolving family and friends is  **V** ital to  **E** nsure that our  **W** ellbeing is maintained.  **E** ating a balanced diet and  **L** earning to be kind to ourselves and  **L** aughing a lot helps us to be fit for life. |

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| **Fit for Life - Investigation 3**  ***Advertiser***  Design an advertising campaign to encourage people to   * donate blood * eat a healthy, balanced diet * regularly engage in physical exercise * to be lifelong learners |

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| **Fit for Life - Investigation 4**  ***Analogies***  Write down in what ways these objects are alike:   * A heart and a car engine * Skin and bark * eyes and a camera * feet and claws   **and / or**  complete the following analogies:   * Iron is to blood as calcium is to… * Stomach is to digestion as lungs are to… * Ventricle is to heart as retina is to … * toes are to feet as …. Is to hand. * knee is to leg as … is to arm. |

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| **Fit for Life - Investigation 5**  ***Autobiographer***  What interesting genetic patterns are there in your family? Draw a family tree to show them.  **and / or**  List all of the injuries you and your family have had. What caused these injuries? Where did they happen? (Remember to include sunburn, cuts and abrasions)  Bring photos to school of you at different ages. Sequence these photos from infancy to present day. Write down what changes you observe. |

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| **Fit for Life - Investigation 6**  ***Researcher 1***  In pairs, research one or more of the topics listed below and become class experts on it.   * Rh negative difficulties in babies: the cause and treatments. * Tests that are performed on babies in their first few weeks of life. * Haemophilia * Disease that you can catch from insects, birds and other animals * Diabetes * CPR |

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| **Fit for Life - Investigation 7**  ***Researcher 2***  In pairs, research one or more of the topics listed below and become class experts on it.   * Meditations * Bone Marrow or organ transplants * Infectious diseases such as flu, glandular fever, meningococcal disease and measles * The discovery of penicillin * Osteoporosis * DVT * Endorphins and exercise |

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| **Fit for Life - Investigation 8**  ***Researcher 3***  In pairs, research one or more of the topics listed below and become class experts on it.   * Why laughter is good for you. * Why dehydration and diarrhoea kills so many children, especially in underdeveloped nations. * Why lowering cholesterol is so important to health and strategies for achieving this. |

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| **Fit for Life - Investigation 9**  ***Body Flow Chart***  In teams of up to six students, act out the process of:   * + - Blood clotting     - CPR     - The body’s immune system     - Digestion |

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| **Fit for Life - Investigation 10**  ***Calligrapher***   * Design an illustrated anti-smoking poster that will attract the attention of your age group. Remember to stress how smoking ages the skin as well as its other negative effects * Make an illustrated poster to show the factors that contribute to high blood pressure. * The important components of fitness: Aerobic fitness, flexibility, muscular strength, muscular endurance, speed, power, balance and agility. * Make an illustrated first aid booklet that shows the recommended first aid procedures for the following: * Poisoning * Broken bones * Burns * Snake bites |

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| **Fit for Life - Investigation 11**  ***Scavenger Hunt***  Using things collected from home, and also things collected from friends, see if you can collect these items.   * Ticket stubs from sporting events (As many as you can) * X-Rays of broken bones. * Books about health, sport and personal development. * Books and newspaper articles about sports stars and health professionals. * Pictures of healthy food types * First aid kit items * Articles about discoveries in medical research. |

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| **Fit for Life - Investigation 12**  ***Class Statistics***  Carry out a class survey to find out the following from every student:   * Favourite fruit * Favourite vegetable * Favourite sport to play * Favourite sport to watch * What students think is the healthiest fast food * What students think is the healthiest snack * What students think the best kind of exercise is for someone your age   When you have collected this information, present your findings on appropriate graphs. (Microsoft Excel might be a good program for this) |

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| **Fit for Life - Investigation 13**  ***Class Statistics 2 - Muscle Control***  Carry out a class survey to find out the following from every student:  How many students in the class can:   * Raise one eyebrow * Wiggle their ears * Roll their tongue * Move their scalp (hair)   When you have collected this information, present your findings on appropriate graphs. (Microsoft Excel might be a good program for this) |

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| **Fit for Life - Investigation 14**  ***Classifier***  List all of the ways that people use to cope with stress. (You can ask other students and also family members and friends at home.) Then classify them as either ‘Helpful’ of ‘Not Helpful.’  List all of the diseases you know. Then classify them as:   * A mostly inherited disease * A diet related disease * An environmental disease |

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| **Fit for Life - Investigation 15**  ***Word Search***  Make a class collection of health related words (and their meanings) that contain any of the four suffixes:  -graph  -ectomy  -scope  -logy  or these prefixes:  cardi-  derm-  gastri-  hepat- |

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| **Fit for Life - Investigation 16**  ***Create A…***  Create and draw:   * A fitness circuit in a large park that has six stations with different exercises.) Each station needs to have and instruction sheet and drawing to explain how to complete the exercises correctly. * A new piece of exercise equipment   A healthy lifestyle showbag |

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| **Fit for Life - Investigation 17**  ***Culture Hunter***   * Use a map of the world to show the national food dishes of different countries. Try to include a description of each dish and a photo. * Compare the diets of people in each continent in the world. Make a list of foods that are commonly eaten. Why are these diets different? (consider climate, temperature, local food sources, energy levels etc) * Compare statistics on which cultures have the longest life spans, highest skin cancer rates and highest incidence of heart disease. Why do you think this is so? |

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| **Fit for Life - Investigation 18**  ***Orator***  Prepare and present an oral presentation arguing for or against that:   * It should be compulsory for couples to have a complete medical examinations and genetic tests before they get married. * Storing one’s own blood should be compulsory for all people in case they need an operation. * Children under the age of 13 should not be able to watch violent movies or television programs. * Women should never wear high heels or thongs because they endanger health. * An apple is better than a banana. |

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| **Fit for Life - Investigation 19**  ***Detective***  Investigate one or all of the following:   * health and wellbeing occupations * illnesses   and present as much information as you can on the topics |

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| **Fit for Life - Investigation 20**  ***Diary Date***  Do you have any beliefs about you diet? Are you vegetarian or vegan? Do you know anybody who is? Write down the details.  **and / or**  Keep a complete record of everything that you eat for one week. Make sure you record which food group each meal or snack comes from. Compare what you’ve eaten with healthy eating guides such as the food pyramid. |

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| **Fit for Life - Investigation 21**  ***Film Maker and Analyst***  Make a video about either:   * healthy/unhealthy eating * dentists or doctors * hazards at school   Review a film where an aspect of healthy or unhealthy lifestyles is the focus   * Supersize Me * Chariots of Fire   *Mr Lowan has these films on DVD. Supersize Me is rated M though as it has some mature themes and some low level coarse language. If you want to watch this film you will need to get written permission from Mum or Dad then take the film home and watch it with an adult present.* |

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| **Fit for Life - Investigation 22**  ***Flow Chart***  Pick a first aid procedure and make a illustrated flowchart to explain what to do- for example, for a snake bite, heart attack, drowning, concussion, stopping a nose bleed.  **and / or**   * make an illustrated flowchart to show: * what happens when you cut your finger * the process of eating and digesting food in your body * how the immune system works if a virus enters your body |

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| **Fit for Life - Investigation 23**  ***Gender Perspectives***  With a partner, research anorexia nervosa and bulimia nervosa. What is the ratio of girls to boys with these conditions? What age groups are most affected by these conditions? What can be done to address this problem?  What are stereotypes? What are the male and female stereotypes in terms of behaviour? How are girls supposed to behave? How are boys supposed to behave? What are the dangers of stereotypes? How can these stereotypes be challenged?  Women are far more likely to go to a doctor when they are sick or depressed. Why is this? How can this be changed?  Why do so many girls give up playing competitive sport between 14 and 16 years of age?  Write a short story about a girl or a boy. Then rewrite it, changing only the gender of the character. What is different and why? |

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| **Fit for Life - Investigation 24**  ***Generations***  Interview your parent grandparents, and answer these questions yourself   * What were some illnesses or diseases that children suffered or died from when they were your age that people no longer suffer or die from? * What sports or leisure activities did children engage in as children? * What physical education or sport did you engage in at school? * What food and drink did children consume at school that might be different to what is regularly consumed at school these days? |

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| **Fit for Life - Investigation 25**  ***If that’s the answer….***  In pairs, come up with as many question and answer combinations you can relating to health and wellbeing. Give the answers to a classmate and see if they can work out the question. For example:  Answer: pumps blood around the body  Question: What does the heart do? |

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| **Fit for Life - Investigation 26**  ***Indigenous Perspectives***  Research data on Indigenous health and wellbeing. In particular, research some or all of these questions.   * What is the average life span for indigenous men and women in Australia? * What is the average life span for non- indigenous men and women in Australia? * What is the infant mortality rate for indigenous children in Australia? * What is infant mortality rate for non- indigenous children in Australia? * What are some of the possible reasons for these differences? * What current national or state health projects are designed to address these issues? |

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| **Fit for Life - Investigation 27**  ***Lightning Writing***  In two minutes, write everything you know about ways to keep fit.  **and / or**  In two minutes, write everything you know healthy diets.  **and / or**  In two minutes, write everything you know about effective anger management. |

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| **Fit for Life - Investigation 28**  ***Number Cruncher***  Children need three to four grams of protein a day for every kilogram of body weight for growth. How much protein do you need to consume each day? What are some foods that you could eat to help you achieve your daily protein requirements? How much of these foods would you need to consume?  Count how often your pulse beats over thirty seconds. Then use this information to calculate how many times your heart beats in 1 minute, 5 minutes, an hour, a day, a week and a thirty day month. Then calculate the same information for a mouse, elephant and whale.   * A mouse’s heart beats 1000 times a minute * A elephant’s heart beats 30 times a minute * A whale’s heart beats 5 times a minute |

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| **Fit for Life - Investigation 29**  ***Problem Based Learning***  Healthy Recipe Book  Individually or in pairs, produce a healthy recipe book for students to use. You will need to have at least five different recipes, each with a list of necessary ingredients, a procedure for how to successfully create each meal or snack, and at least one photo of each completed recipe.  (You will need to make each recipe yourself at home before publishing your recipe book.  You can collect your photos then) |

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| **Fit for Life - Investigation 30**  ***Problem Based Learning***  First Aid  Individually or in pairs, you need to make and implement a plan to increase the number of students with first aid skills in you class and in the school. You might like to make illustrated posters and slideshows to inform others about important first aid procedures. You will be expected to share this information with your class and possibly other classes in the school so you need to consider the best way of getting the information across to others. |

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| **Fit for Life - Investigation 31**  ***Problem Based Learning***  Anti-Smoking Multimedia Presentation  Individually or in pairs, prepare and deliver a multimedia presentation on the dangers of smoking that is suitably engaging for your age group. |

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| **Fit for Life - Investigation 32**  ***Thirty Word Summary***  Make a 30-word poster (exactly) on one of the following topics:   * a healthy heart * avoiding infectious diseases * road safety * bike safety * fitness |

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| **Fit for Life - Investigation 33**  ***Why do they do that?***  Why do people…   * become workaholics? * smoke? * continue to smoke even after a heart attack or stroke? * not practice sun-smart behaviour? * become extremely competitive? * take performance enhancing drugs? |