



Q4:H₂O

Teacher Guide

Q4:H₂O is a one week activity to promote healthy drinks to Stage 2 students and their parents/carers.

- Each student receives a Q4:H₂O student card to record their information. Parents/carers are encouraged to sign off the student card at the end of the week.
- The back of the Q4:H₂O student card contains useful tips and information for choosing healthy drinks.
- An electronic version of the student card and background information is found on www.healthpromotion.com.au/the-q4h2o

1. Getting started.

Distribute the cards to all students. Guide students on how to complete the card using a copy on the interactive whiteboard as an example.

Each day students record on their Q4:H₂O card:

- The number of cups of water and/or reduced fat milk they drink
- If they drink water or reduced fat milk with their evening meal
- If they had no sweetened drinks over the day
- If they drink half a cup or less of juice over the day

Remind the students to fill in their card each day and get it signed by their parent/carer at the end of the week.

2. Total points and distribute incentives.

At the end of the week, ask students to total their points for the week and reflect on what they achieved and learnt.

A number of insulated drink bottles are provided as student incentives - please distribute these at your discretion.

*Curriculum links
to support NEW
PDHPE syllabus
on back page*





Q4:H₂O

PDHPE Curriculum Links

Healthy, Safe and Active Lifestyles

Outcomes

A student:

- › describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity **PD2-6**
- › describes strategies to make home and school healthy, safe and physically active spaces **PD2-7**
- › investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing **PD2-8**
- › demonstrates self-management skills to respond to their own and others' actions **PD2-9**

Content

How can I contribute to promote healthy, safe and active communities?

Students:

- recognise their responsibility to contribute to a healthy, safe and active environment for themselves and others, for example:
 - explore options to promote healthy eating, eg identify healthy and unhealthy snack foods **I** 📱 📺 📢

How can I take action to enhance my own and others' health, safety, wellbeing and participation in physical activity?

Students:

- identify and practise strategies to promote health, safety and wellbeing, for example: (ACPPS036)
 - recognise practices that prevent lifestyle disease and support their own and others' health, eg balanced eating habits, participation in physical activity **M** 📱 📺 📢
 - suggest and apply strategies that help to create a healthy, safe and active environment for themselves and others, for example:
 - take action to plan, promote and adopt healthy food and drink choices that support sustainable practices at home and at school, eg healthy cooking **SI** 📱 📺 📢 📣
 - recognise how regular physical activity promotes healthy and active communities and access opportunities to be active while they are at home and at school **M** 📱 📺 📢
 - promote positive health, safety and physical activity messages within their school using various forms of ICT tools, eg multimedia presentations, online collaboration tools **I** 📱 📺 📢
 - analyse patterns of physical activity over time using ICT tools to record and propose changes to daily routines to reduce sedentary behaviour and increase physical activity levels **M** 📱 📺 📢

What skills and strategies do we need to be healthy, safe and empowered?

Students:

- discuss the contextual factors influencing personal choices and decisions around health, safety and physical activity, for example:
 - share ideas, feelings and opinions about the influence of peers and significant others on various issues, eg bullying, discrimination, eating habits and nutrition, drug use, online safety and physical activity levels **I** 📱 📺 📢
 - explore the influence of environment and culture on their own and others' health choices in relation to food practices at home and at school, eg edible gardens, healthy canteens **I** 📱 📺 📢 📣
 - discuss and interpret how multimedia health information and messages influence personal health decisions through the choices, behaviours and outcomes they convey, eg food choices (ACPPS039) **S** 📱 📺 📢 📣