

SURVIVAL**Outcome Links:** PDHPE/Health and Physical Education: Self and relationships**Subject Matter:** nutrition**Teaching Information**

Students will learn to understand the basic needs for survival in relation to food and water. Lucy also explores the importance of eating a balanced diet.

As teachers you will know whether your students are able to safely discuss the health problems associated with being trapped underground. If this issue is too sensitive for your students, you may prefer to use this story to focus more on nutritional needs and making healthy personal choices in relation to the food we eat.

Discussion:

1. Tuna, bread or almonds. Which food would help you survive the longest? Explain.
2. What happens if a person does not eat or drink for more than 10 days?
3. How did the miners get water initially?
4. What kept the miners alive and in good spirits during the rescue operation?
5. What was vital to keeping the miners healthy? Explain.
6. If you were to design a survival pack for a miner, what would you put in it?
7. What are some dangers of eating foods high in saturated fat, salt and sugar?
8. Who or what influences what we eat?
9. What are some things we could do to be healthier?
10. Water bottles should be banned in school. Present an argument against this.

Procedure

Before watching BTN, talk about what the students know about in relation to the length of time a person can survive without food and water. Explain that they might be surprised by what they hear and see in the story they are about to watch.

After watching the story ask the students to list the top five things that helped the miners survive for as long as they did. Discuss what they have seen and heard in the story.

SURVIVOR: HEALTH PROBLEMS**Verbal-Linguistic intelligence**

Brainstorm some of the diet-related problems a person might develop if he or she did not eat or drink for a week.

Students to complete Worksheet 1, which focuses on the diet-related problems a person could develop as a result of being trapped underground.

Discuss how people helped to keep the miners in Beaconsfield healthy, e.g. provided water and food through a pipe, talked to them, provided paper and plastic bags for hygiene and toiletries and music. Talk about the importance of food, water and encouragement for people in emergencies.

DIET: CAUSE & EFFECT**Interpersonal and Intrapersonal Intelligence**

In pairs students can come up with a list of good, bad and interesting things about drinking water and eating healthy food instead of fizzy drinks & junk food.

Provide the students with Worksheet 2 and ask them to work with a partner to match the diet-related problem to its cause. Regroup and compare answers.

Students can then consider his or her personal diet and lifestyle and use the online kilojoule calculator to help them work out how to include foods they need and enjoy. Encourage students to self evaluate how they are feeling and their diet and lifestyle changes after one week, one month and six months.

Additional Ideas:

Technology

Logic and Mathematics Intelligence

The following websites have tools that allow you to simply enter details and it automatically calculates:

- the kilojoules/calories you need each day
- the kilojoules/calories in specific food and drinks
- the kilojoules/calories used up in different activities

Calculate how many kilojoules you need each day...

<http://www.activeforlife.com.au/default.asp?page=main/calculators/kilojoule-calorie>

<http://www.calorieking.com>

Use the Kilojoule Counter to calculate how many kilojoules are in the food you eat...

<http://www.calorieking.com/foods/>

Calculate the calories you burn when exercising in different ways...

http://www.calorieking.com.au/tools/exercise_calories.php

After working out these figures, ask your students to design a healthy menu for one day or a week, based on their required kilojoules. This could also include an exercise plan.

Health

Bodily-Kinesthetic

Design and make a food and drink survival pack for a miner or a student on a school excursion.

Student Worksheets are included below...

STUDENT WORKSHEET 1
SURVIVOR: HEALTH PROBLEMS

List five of the most common health problems associated with being trapped underground. Rank them from most (5) to least (1) harmful.



What help was given to Todd and Brant to help them physically and emotionally while they were trapped underground?

DISCUSS

The importance of staying positive and supporting one another during an emergency like the recent Beaconsfield mining incident. Consider this from different points of view, e.g. miners, their families, rescue team, medical team, management, union members, media and the community.

STUDENT WORKSHEET 2
DIET: CAUSE & EFFECT

We need to eat healthy foods to feel good and to avoid developing diet-related problems such as those listed in the table below.

Draw a line from each diet-related problem to its cause.

Diet-related problem	Cause
Constipation	Eating too many sweet foods such as lollies, biscuits and cakes and drinking too many fizzy drinks
Dental Caries	Choosing to not eat enough food.
Osteoporosis	By eating not enough food, or eating too much of the wrong food.
Diabetes	Not exercising and eating too much of the wrong food.
Overweight and obesity	Not getting any sunlight or eating foods rich in calcium.
Anorexia nervosa	Vomiting food after meals.
Bulimea	Not drinking enough water or eating foods high in fibre
Malnutrition	Too much sugar in the blood and the body is not making enough insulin or effectively using it.

Plan a healthy personal menu and tick the boxes to show what you are eating.

Meal	Food	Carbohydrate	Protein	Fat	Water
Breakfast					
Recess					
Lunch					
Afternoon snack					
Dinner					

Use the online calorie/kilojoule counter to calculate how many kilojoules you need to eat in one day.

<http://www.activeforlife.com.au/default.asp?page=main/calculators/kilojoule-calorie>