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| The Healthy and Active Child  |
| Grade 2:Healthy Eating  |
| Assessment Task 2 |

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| **Health and Physical Education (HPE) Planner** |
| **Grade:** 2 | **Focus:** Healthy Eating | **Duration:**10**-**11 Weeks |
| **Unit Outline** |
| **Justification:** Health education is a very important part of the primary school curriculum. It is increasingly important that schools cover the topic of healthy eating with their students as the number of people who overweight or obese rising. Students need to be educated early about the role food plays in our health as the foods that people eat during the early years of their development are a significant contribution to a child’s daily nutrient intake. The food that they eat during these early years also play a large role in forming future eating habits, as well as affecting growth patterns and energy levels. What we eat when we are young will affect things such as hearing, sight, posture, and nutrition, if you do not eat healthy when you are young you have an increased risk of developing physical defects in these areas. If students understand what health is and know how to be healthy then they will be more equipped to make better choices for their health (Department of Education and Early Childhood Development, 2013). Students will be studying the topic of ‘Healthy Eating’ which will involve the following:**AusVELS references:** Working towards the level 4 standard of the Health knowledge and promotion dimension. “With guidance, they learn to make healthy food choices according to healthy eating models, and to consider the factors that influence their choice of foods. They begin to recognise the importance of variety and frequency of food consumption for an active and healthy life.”**Intended Student Outcomes:**This unit is designed so that at the end of the unit students will be able to:1. Examine the need for positive health habits (healthy eating)
2. Describe the importance of food to the body (e.g. for energy and growth)
3. Classify foods according to the food pyramid
4. Apply knowledge of food groups to plan for appropriate meals and snacks

**Cross Curricular Connections:**Through the unit there are numerous cross curricular links that can be made in the following areas:* English
* Communication
* Design, Creativity and Technology
* Information and Communications Technology
* Interpersonal Development
* Mathematics
* Personal Learning
* Thinking Processes

When teaching this unit I would not contain these activities to a set teaching block, I would spread them through the day, some could be done in your normal English block for example rather than time set aside to do your unit.  |
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| **Overview of Lessons/Activities** |
| **#** | **Activity/Lesson Details** | **Resources** |
| 1 | **Learning Intention:** To introduce students to the unit and to get them thinking about the unit objectives (as stated above).**Details:** Start by brainstorming ideas about what it means to be healthy and why it is important.Read the story ‘The Royal Family to the Rescue’. Review the story and what they learnt from it by asking questions. Students will then complete a KWL chart about healthy eating. | 1. The Royal Food Family to the Rescue Story2. Little D, The Five-Food-Group Dragon Poster<http://school.fueluptoplay60.com/tools/nutrition-education/view.php?id=23445811> |
| 2 | **Learning Intention:**To reinforce the concept of the five food groups by introducing the food pyramid to the students.**Details:**Students will match foods to food groups on the food pyramid mat.  | 1. Food Pyramid Mathttp://ecx.images-amazon.com/images/I/416XUiETVcL._SX385_.jpg |
| 3 | **Learning Intention:**Students will understand the importance of eating breakfast and why we should eat certain foods. **Details:**Discuss with students why breakfast is important and how you might feel if you skip breakfast, Students brainstorm breakfast food ideas. Identify the food groups represented. Discuss what makes a healthy balanced breakfast. | 1. Food Pyramid |
| 4 | **Learning Intention:**Students will be able to identify which food group particular foods belong to.**Details:**Bean Bag Toss: Students stand in a circle. To begin the game, give one student a bean bag to toss. The first student chosen will start the game by tossing the bean bag to another student in the circle, while calling out a food at the same time. The child who catches the bean bag must identify the food group to which the food belongs. The game continues as the catcher tosses the bean bag to another child, calling out a name of a food. The came can also be played in reverse. <http://www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-nr-kit-gr2.pdf> (p.16)  | 1. Beanbag |
| 5 | **Learning Intention:**To be able to read, understand and interpret the nutrition information on packaging. **Details:**Read and interpret the guides on food packets. How much sugar is in a bottle of coke? Demonstrate.  | 1. Empty food containers and packets2. Sugar3. Teaspoon4. Cup |
| 6 | **Learning Intention:** Students will reinforce their existing knowledge about food groups. **Details:**Food Group Shuffle: Designate 6 areas around the classroom, label each one with the name of a food group. Give each student a picture. Play music while students walk around the room holding their picture. When the music stops the students have to go to the area labelled with the appropriate food group/category as fast as they can. After all the students are standing in an area, ask each student to describe their reasons for choosing that area, if the student is wrong, they are not out. For the next round, redistribute the cards to the students and play again. <http://www.peelregion.ca/health/eating/healthy-pdfs/5-0curriculagr2new.pdf> (p.60) | 1. Food Group Labels2. Music |
| 7 | **Learning Intention:**Students will be able to identify what makes a healthy meal.**Details:** Food Guide Treasure Hunt: Tell the class that each team is going on a treasure hunt. Inform the class that food pictures are hidden throughout the classroom and that their mission is to find a healthy meal. Healthy meals are made up from foods in the food guide and should include foods from at least three food group. As the students find their “treasures”, they may trade with other teams to complete their healthy meals. <http://www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-nr-kit-gr2.pdf> (p.15) | 1. Pictures of food |
| 8 | **Learning Intention:**For students to be able to articulate why food is important to their bodies health.**Details:**Teach kids rap song/poem then divide students into groups of 4 and have each group create two more rhyming verses about the importance of food to the body. As the students to perform their verse to music for the rest of the class, encourage them to make props or to make their own music to sing to.  | 1. Rap song/poem from: <http://www.peelregion.ca/health/eating/healthy-pdfs/5-0curriculagr2new.pdf> (p.65-6). |
| 9 | **Learning Intention:**Students to be able to analyse whether certain foods/meals are healthy and give reasons why/why not.**Details:**Make a Menu: Simulate a restaurant in the classroom by arranging several desks with chairs around them. Make up a menu (or brainstorm one with the class) listing a variety of foods and list prices next to each item. Invite some students to be customers and some to be wait staff. Have the customer’s orders meals while the wait staff writes down the order and figures out the bills. Give students a monetary limit for their meal. Have the wait staff serve the orders using pictures or food models and have the customers pay with play money. Afterwards have the students discuss the composition of the meals. What food groups were represented? Was there at least one serving from each of the vegetables and fruit, grain product groups as well as at least one from the Milk and Alternatives or Meat and Alternatives group? How healthy were each of the meals? Have the students rotate roles and play again. <http://www.peelregion.ca/health/eating/healthy-pdfs/5-0curriculagr2new.pdf> (p.61) |  |
| 10 | **Learning Intention:**For students to discover new healthy foods and learn new facts about them and why they are healthy options.**Details:**A "Mystery Tasting Party": introduce students to some unusual fruits and vegetables. If the students are unable to identify the "mystery food" by a taste, they are provided with other clues such as which vitamins it contains and where it was grown. By the time many of the unfamiliar foods (including kiwi, mango, jicama, and pomegranate) are unmasked, students have learned lots about them! | 1. Variety of different fruits and vegetables |
| 11 | **Learning Intention:**To be able to adequately explain why they should eat a certain food using facts. **Details:**Create class presentations about fruits and vegetables. In their presentations, each student will try to persuade classmates to eat a particular fruit or vegetable by providing facts about its origin and its nutritional value. |  |
| **Additional Activities and Resources** |
| In Class Activities:* Homework Task: Keep a Food Journal
* Graph the food that you eat, which food groups your food belongs to
* Have a healthy breakfast/lunch at school
* Play ‘What food am I?’- the same as ‘Celebrity Heads’
* Students make their own healthy snacks
* Colour the food that belongs/ does not belong activity
* Look through magazines for food advertisements. Display the ads and discuss how the advertisers have used words and images (photos, art) to try to get you to buy their products. Talk about it: *Does a good-looking ad mean the food must be good for you?* Then invite each student to create an advertisement for a food that is healthful. Students should use words and images that really "sell" their products.
* End of unit KWL chart

Information for the Teacher:* The Australian Guide to Healthy Eating
* Healthy Eating Plate
* The food pyramid

Picture Story Books:* Gregory the Terrible Eater by Michael Sharmat
* Bread and Jam for Frances (Frances the Badger) by Russel Hoban
* I can eat a rainbow by Annabel Karmel

Websites: * Online Nutrition Games: <http://www.nutritionexplorations.org/kids.php>

Incursion/Excursions:* Trip to the supermarket (can also be dramatized in class with empty food containers, price tags, money etc) <http://www.peelregion.ca/health/eating/healthy-pdfs/5-0curriculagr2new.pdf> (p.61)
* Lazy Town <http://www.lazytowninschools.com/>
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| **Learners Needs and Differentiation** |
| **Adjustments for the needs of learners**This unit of work will engage a variety of learners and learning styles. The activities listed will engage students from most of Gardner’s Multiple Intelligences. Linguistic, Visual, Logical-mathematical, Musical, Visual, Kinaesthetic. Students will also get the chance to work individually and in groups- engaging the interpersonal and intrapersonal intelligences (learning styles). When students are working in groups they will be grouped with students according to their needs. Sometimes they will be grouped with a people whose knowledge is at a similar level and sometimes they will be grouped with people who have a wide range of knowledge so that they may learn off one another and share what they already know.A wide range of visuals will be used to explain concepts so that students who are visual leaners are able to follow what is happening in the class. Students will complete all of the activities at their own pace and level. There will be enough scope within the activities themselves that specific activities will not need to be planned depending on student’s levels of knowledge. All students will be completing the same activities. |
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| **Assessment** |
| Assessment in this unit will cover the three different types for, as and of. Assessment is a continuous process so every activity will provide the teacher some information about their students. As assessment is continuous throughout the unit, the teacher will be able to adjust the activities so that they work in favour of the students strengths and improve the areas where they are still weak. Students will also get the chance to monitor their own learning and that of their peers through whole class reflection time where they are able to share and discuss their work with the other students in the class. To monitor student’s knowledge and progress students will complete a KWL chart at the start and the end of the unit. The teacher can then use these to see the difference in the student’s knowledge and how it has grown.  |

**Elaboration of Lesson Plans**

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| **Lesson Three** |
| **Learning Intention:**Students will understand the importance of eating breakfast and why we should eat certain foods. **Link/s to Learning Outcome:**1. Examine the need for positive health habits (healthy eating)
2. Describe the importance of food to the body (e.g. for energy and growth)
3. Classify foods according to the food pyramid
4. Apply knowledge of food groups to plan for appropriate meals and snacks

**Details:****Whole Group Focus:**Students will be sitting on the floor with the teacher. This lesson would be ideally done after recess. The teacher will pose the question ‘Why is breakfast important?’ Students will have 1-2 minutes to talk with a partner about their ideas. The teacher will then pick students to share their ideas with the rest of the class. So you can look back at the answers for future reference write the student’s answers on a piece of butcher’s paper. Then ask the students ‘How might you feel if you skip breakfast by recess? By lunch time, by dinner?’ and ‘Why would you feel like this?’ Choose different students to give answers, write these on the paper as well. (Optional-write students names next to their answers). Make sure that you scaffold their discussion and encourage them along pathways to make sure that they have covered all the points you wanted them to.Once students have discussed the importance of breakfast and have an understanding of how it impacts them have students brainstorm foods people have for breakfast. Write their answers up. This is a good opportunity to talk about food that people in other countries have around the world, if no students bring this up do so yourself. It would be good to have pictures of certain breakfast foods so students have a visual reference. Once you have a good list of foods ask students to identify the food groups that are represented. Have a copy of the food pyramid available for the students to look at for reference if needed. Once they have identified the groups discuss with the student what makes a healthy balance breakfast.**Individual Task:**Students will design their own healthy balance breakfast. They will need to describe and draw their breakfast, noting which food groups are included.**Whole Group Focus:**Have approximately 5 students share what they have done in front of the class. Depending on your class you might want to give them warning this will happen before they are sent to do the individual task so they can prepare for sharing in front of everyone.  |

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| **Lesson Five** |
| **Learning Intention:**To be able to read, understand and interpret the nutrition information on packaging. **Link/s to Learning Outcome:**1. Examine the need for positive health habits (healthy eating)
2. Classify foods according to the food pyramid

**Details:****Whole Group Task:**Students will sit in a circle on the floor. The students will be split into pairs for this activity. Each pair will get an information sheet which has a picture of a food and nutritional details about that food on it. Have kids study the sheet for a while. After 2 minutes or when you can see kids are no longer discussing relevant things as them to share what they have learnt by looking at the nutritional information. Ask questions like ‘which food group/s does this belong to?’, ‘Is it healthy? Why/Why not?’, ‘How often should we eat it? Is it a sometimes food or should we eat it regularly?’, ‘Which is healthier \_\_\_\_\_\_\_or\_\_\_\_\_\_\_\_?’, ‘How much \_\_\_\_\_\_ does your food have?’ Allow students to pose their own questions. After the students have looked at their own sheets show them one for a bottle of coke. As the students how much sugar (how many teaspoons) they think is contained in a bottle of coke, go around the circle and listen to all their answers. Once they have told you their answers spoon sugar into a cup using a teaspoon, count out loud as you do so. Stop once you reach the appropriate amount (16 teaspoons). Pass the cup around so that all the students can see how much sugar is in a bottle of coke. Ask the students what they think about coke now, using the same sorts of questions as listed above.  |

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| **Lesson Eight** |
| **Learning Intention:**For students to be able to articulate why food is important to their bodies health.**Link/s to Learning Outcome:**1. Examine the need for positive health habits (healthy eating)
2. Describe the importance of food to the body (e.g. for energy and growth)

**Details:****Whole Group Focus:**Students sitting on the floor. Sing/say the rap song/poem to the kids. “Foods from the pyramid, foods of all kindA variety of foods, for my body and mind.Pasta, brown rice, apples and beans,Popcorn and carrots and good crispy greens!If I don’t eat, enough foods of all kindI feel week and tired, not good for my mind.My body won’t grow healthy and strong,Oh no, oh dear, I won’t last very long!”Once you have gone through it once, do so again with the students following along with you. Discuss the meaning of the words. Explain to the students that their job will be to write the next two rhyming verses of the song about the importance of food to the body. Demonstrate on the board how to do this, get the students to contribute ideas. Split the students up into groups of 4. There may be groups of 3 or 5, if numbers do not work out. **Group Task**Students will create the next two verses of the song. If there is time students will be encouraged to make their own props or instruments to use later when performing their song. **Whole Group Focus:**Each group will present their presentation to the class. (NOTE: the teacher should take notes or record the performances for assessment purposes).The groups will also explain their reasoning for the additional two verses and the class will have the opportunity to ask each group questions. |

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| **Lesson Nine** |
| **Learning Intention:**Students to be able to analyse whether certain foods/meals are healthy and give reasons why/why not.**Link/s to Learning Outcome:**1. Classify foods according to the food pyramid
2. Apply knowledge of food groups to plan for appropriate meals and snacks

**Details:****Whole Group Focus:**The teacher will explain the task to the students. Their task is to simulate a restaurant in the classroom. As a group make up a menu on the board listing a variety of foods with prices next to each of them. Explain that some students will be the customers and some will be waiters and waitresses. Give students a monetary limit for their meal.**Whole Group Task:**The customer’s orders meals while the wait staff writes down the order and figures out the bills. Have the wait staff serve the orders using pictures or food models and have the customers pay with play money.**Whole Group Focus:**Afterwards have the students discuss the composition of the meals. What food groups were represented? Was there at least one serving from each of the vegetables and fruit, grain product groups as well as at least one from the Milk and Alternatives or Meat and Alternatives group? How healthy were each of the meals? Have the students rotate roles and play again. |

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| **Lesson Eleven** |
| **Learning Intention:**To be able to adequately explain why they should eat a certain food using facts. **Link/s to Learning Outcome:**1. Describe the importance of food to the body (e.g. for energy and growth)
2. Classify foods according to the food pyramid
3. Apply knowledge of food groups to plan for appropriate meals and snacks

**Details:****Whole Class Focus:**The teacher will explain to the students what the task is and the expectations held about the quality of the work. The students will need to create a class presentation about a fruit or vegetable. In their presentations, each student will need try to persuade classmates to eat a particular fruit or vegetable by providing facts about its origin and its nutritional value. It will be up to the teacher whether the student complete this task on their own or in a partnership. **Individual Task:**Students will have access to computers and books in order to research their chosen fruit or vegetable. When they have gathered enough information they will need to find a way to present it. This may be as a poster. **Whole Group Focus:** Students will present their information to the class.  |

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