

FOOD, FUN AND FITNESS

Stage: 1	Unit Duration: 10 Lessons	Weeks 1 2 3 4 5 6 7 8 9 10	Terms 1 2 3 4
<p>Enduring Understandings</p> <p>E.1 We have an obligation to make lifestyle choices that improve our health and quality of life.</p> <p>E.2 We have a responsibility to make informed choices about what we eat. These nutritional choices affect our health and well being.</p> <p>E.3 Regular physical activity with a balanced lifestyle promotes optimal health and well being.</p>		<p>Essential Question</p> <ul style="list-style-type: none"> How does physical activity and healthy eating affect my health and lifestyle? 	
<p>Major Outcomes</p> <p><i>Knowledge and Understanding</i></p> <p>PHS1.12 Recognises that positive health choices can promote wellbeing.</p> <p><i>Skills</i></p> <p>DMS1.2 Recalls past experiences in making decisions.</p> <p><i>Values and Attitudes</i></p> <p>V4 Increasingly accepts responsibility for personal and community health.</p>		<p>Lesson Overview</p> <ol style="list-style-type: none"> What is a balanced lifestyle? (E.1) Why is a balanced lifestyle important? (E.1) What are healthy eating habits? (E.2) Who influences my eating habits? (E.2) How can fast food be healthy? (E.2) How do I make healthy decisions? (E.1) How does physical activity affect me? (E.3) What are the benefits of physical activity? (E.3) What are the benefits of physical activity? (E.3) What are the consequences of my decisions? (E.1) <p>KidsMatter SEL Focus:</p> <p>Major: Responsible Decision Making - Analysing situations; Responsible Decision Making - Assuming personal Responsibility; Responsible Decision Making - Problem-Solving; Self-Management - Goal setting; Relationship Skills - Communication</p> <p>Minor: Responsible Decision Making - Analysing situations; Relationship Skills - Communication</p>	
<p>Contributing Outcomes</p> <p><i>Knowledge and Understanding</i></p> <p>ALS1.6 Participates in physical activity recognising it can be both enjoyable and important for health.</p> <p><i>Skills</i></p> <p>INS1.3 Develops positive relationships with peers and other people.</p> <p>PSS1.5 Draws on past experiences to solve familiar problems.</p> <p><i>Values and Attitudes</i></p> <p>V5 Willingly participates in regular physical activity.</p>			
<p>Catholic Dimension/Towards Wholeness (TW) (Also refer to overview of TW for this unit)</p> <p><i>Active Lifestyle</i></p> <p>We were all created by a loving, caring God whose intention is that we should live active and fulfilling lives. In being fully human, we reflect the creative majesty of God. We all have an important responsibility, therefore, to value and care for ourselves, each other and all creation. In our effort to care for ourselves properly, we should monitor all aspects of our work, rest, leisure and exercise.</p> <p><i>Personal Health Choices</i></p> <p>Throughout our lives, we all face having to make personal decisions relating to nutrition, hygiene, consumerism, drug use and disease prevention. So many conflicting opinions and values influence children in making decisions that have direct relevance to their health and well-being. Taught from a Catholic perspective, this strand seeks to develop the children's abilities to observe, explore, interpret and judge, informed by an emerging integrated value system that is based on the values of the Gospel.</p>			

<p>Foundation Statement</p> <p>Students describe ways to keep healthy and safe and explore choices relating to food, sun protection and personal safety. They identify the appropriate use, administration and storage of medicines. Students describe strategies to stay safe at home, on and near roads, when travelling to and from school, and near water. They recognise safe and unsafe environments and situations and suggest a range of protective strategies for dealing with unsafe situations.</p> <p>Students describe similarities and differences between themselves and others. They describe different body parts and how the body grows and changes. Students explore different types of relationships and describe the skills needed to develop and maintain positive relationships. They identify the effects of bullying.</p>		
<p>Suggested correlations with other KLAs</p> <p>English</p> <ul style="list-style-type: none"> Talking and Listening Exposition (Persuasion) Information Report (concept development) <p>Mathematics</p> <ul style="list-style-type: none"> Data - Data Representation Working Mathematically 		<p>Creative Arts</p> <ul style="list-style-type: none"> Drama - Performing and Appreciating Visual Arts - Making and Appreciating <p>Science and Technology</p> <ul style="list-style-type: none"> Products and Services <ul style="list-style-type: none"> Designing/making and using technology
<p>Technology</p> <p>The following websites have been selected to enhance various concepts being taught throughout this unit. Most of the sites listed can be linked to more than one of the lessons being taught. Teachers may like to add them to the school intranet site.</p> <ul style="list-style-type: none"> http://www.cyh.com/HealthTopics/HealthTopicCategories.aspx?p=284 http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=307&id=1476 http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=307&id=1551 http://www.ramogames.com/games/Lunch-Crunch.htm http://www.britishcouncil.org/kids-games-multiple-choice-healthy-eating.htm http://www.freshforkids.com.au/games/games.html http://www.nutritionexplorations.org/kids/main.asp 		
<p>Subject Matter</p> <p>Active Lifestyle</p> <p>Components of an Active Lifestyle</p> <ul style="list-style-type: none"> Concept of being physically active Importance of a balanced lifestyle <ul style="list-style-type: none"> rest, relaxation active and passive pursuits leisure nutrition regular participation in activity <p>Effects of Physical Activity</p> <ul style="list-style-type: none"> Effects on the body <ul style="list-style-type: none"> immediate, long term 	<ul style="list-style-type: none"> Feelings about being active before, during, after Benefits of participation <ul style="list-style-type: none"> enjoyment, friendship Recording activity levels <ul style="list-style-type: none"> activities I participate in regularly activities I would like to learn <p>Personal Health Choices</p> <p>Making Decisions</p> <ul style="list-style-type: none"> Identifying choices 	<ul style="list-style-type: none"> Making choices Influences on decisions Reasons for choices/decisions Effects of actions Possible solutions <p>Nutrition</p> <ul style="list-style-type: none"> Food groups Balanced eating habits Food choices for good health <p>Health Services and Products</p> <ul style="list-style-type: none"> People who keep me healthy <ul style="list-style-type: none"> home community Products that keep me healthy
<p>Unit Evaluation</p> <p>Sample teacher and student unit evaluations are included at the end of the unit.</p>	<p>Assessment</p> <p>Assessment strategies are included throughout the unit.</p>	

An Overview of Towards Wholeness (TW) in the PDH Unit Food, Fun and Fitness – Stage1

Key God's Word:

Leisure gives the learned person the chance to acquire wisdom; a person with few commitments can grow wise. (Ecc 38: 24-34) TW p.18

The choices that Christians make are inspired by the example of Christ. We are urged to embrace true freedom and to live life to the full. (Jn 10: 10) TW p.22

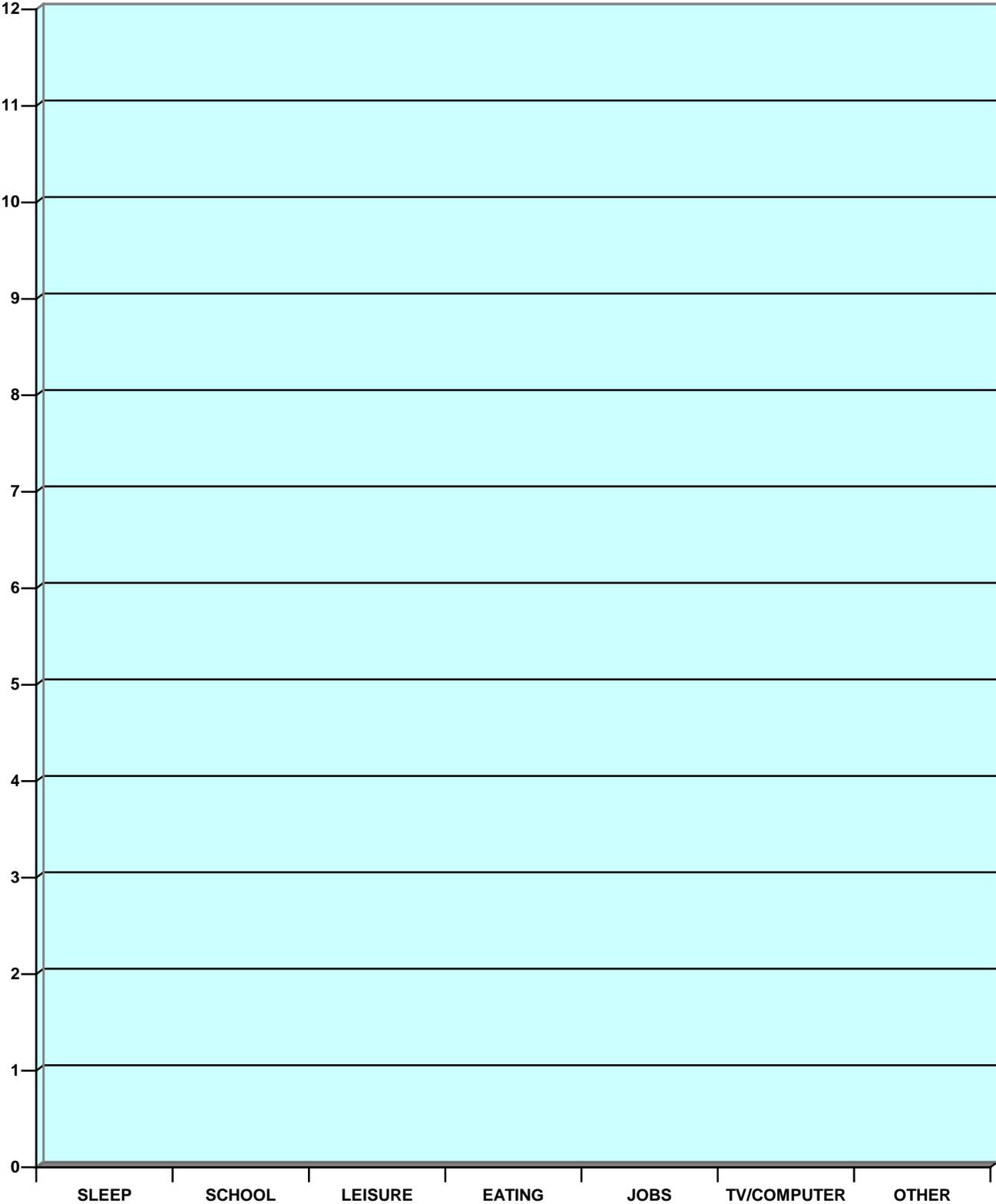
Our choices have consequences that often rebound on ourselves and others. (Mt 13 18-23) TW p.22

Enduring Understandings	Towards Wholeness Beliefs and Values	Lesson Overview
E.1 We have an obligation to make lifestyle choices that improve our health and quality of life.	<ul style="list-style-type: none"> • Our responsibility towards our gift of life is to make lifestyle choices that ensure health and well being. TW p.35 	<ol style="list-style-type: none"> 1. What is a balanced lifestyle? 2. What is a balanced lifestyle? 6. How do I make healthy decisions? 10. What are the consequences of my decisions?
E.2 We have a responsibility to make informed choices about what we eat. These nutritional choices affect our health and well being.	<ul style="list-style-type: none"> • We have a responsibility to promote our health by making wise decisions. TW p.38 • We should appreciate and respect our body and the bodies of others. TW p.25 	<ol style="list-style-type: none"> 3. What are healthy eating habits? 4. Who influences my eating habits? 5. How can fast food be healthy?
E.3 Regular physical activity with a balanced lifestyle promotes optimal health and well being.	<ul style="list-style-type: none"> • We are called to live life to the full. TW p.17 • We have a duty to care for our whole selves, that is our mental, social, physical, cultural and spiritual selves. TW p.17 	<ol style="list-style-type: none"> 7. How does physical activity affect me? 8. What are the benefits of physical activity? 9. What are the benefits of physical activity?

Lesson 1 What is a balanced lifestyle?

Enduring Understandings	Outcomes	Indicators
E.1 We have an obligation to make lifestyle choices that improve our health and quality of life.	<p>ALS1.6 Participates in physical activity recognising it can be both enjoyable and important for health.</p> <p>DMS1.2 Recalls past experiences in making decisions.</p> <p>V4 Increasingly accepts responsibility for personal and community health.</p>	<ul style="list-style-type: none"> • Describes how activity, rest, nutrition and sleep are important for a balanced lifestyle • Identifies factors that contribute to a healthy lifestyle • Values their health and safety and that of others
<p>KidsMatter SEL Focus: Minor - Responsible Decision Making - Analysing situations</p>		
<p>Suggested Learning Experiences</p> <p>Students discuss the activities they do throughout their day. For example sleeping, eating, watching TV, playing computer games, being active and travelling. Discuss how long they spend doing each activity.</p> <p>Using 'Typical Day' graph sheet, students make a column graph of a typical day in their life. Alternatively, create a graph using a computer graphing program such as http://nces.ed.gov/nceskids/createAgraph/ or http://kids.aol.com/homework-help/junior/math/graphs.</p> <p>Students respond to the following questions:</p> <ol style="list-style-type: none"> 1. On which activity do you spend the most time? 2. On which activity do you spend the least time? 3. Do you think that you have a healthy lifestyle? Why/Why not? 4. What could you do to improve your health? <p>TW: Students brainstorm what is a balanced lifestyle. A balanced lifestyle requires us to make lifestyle choices that ensure health and well being. This means having a good mix of sleep, fun, work, exercise, play and relaxation. Each student refers back to their graph to examine whether they have a balanced lifestyle. (N.B. This will vary from day to day.)</p> <p>As a class, discuss when your lifestyle can be out of balance? For example too much homework, not enough rest, too many after school activities, a poor diet, sickness.</p> <p>In pairs, students prepare a mime of a favourite physical activity and present it to another pair of students to guess the activity. Students discuss some benefits of participating in physical activity for example to have fun, be with friends, get fit and learn new skills.</p> <p>HOME TASK</p> <p>Ask students to bring in a photo of them doing something active. This will be used in Lesson 2.</p>		
<p>Resources</p> <ul style="list-style-type: none"> • 'Typical Day' graph sheet 	<p>Assessment</p> <p>Student work sample of column graph relating to lifestyle components.</p>	

TYPICAL DAY GRAPH SHEET



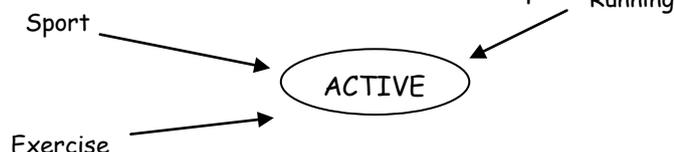
Lesson 2 Why is a balanced lifestyle important?

Enduring Understandings	Outcomes	Indicators
E.1 We have an obligation to make lifestyle choices that improve our health and quality of life.	<p>ALS1.6 Participates in physical activity recognising it can be both enjoyable and important for health.</p> <p>DMS1.2 Recalls past experiences in making decisions.</p> <p>PHS1.12 Recognises that positive health choices can promote wellbeing.</p> <p>V4 Increasingly accepts responsibility for personal and community health.</p>	<ul style="list-style-type: none"> Explains how activity, rest, nutrition and sleep are important for lifestyle balance Identifies active and passive activities Describes what people do to stay healthy Values their health and safety and that of others

KidsMatter SEL Focus: Minor - Responsible Decision Making - Analysing situations

Suggested Learning Experiences

Discuss the meaning of the words active and passive. As a class, create a concept map for each word. Teacher records these on the board. For example: Running



As a class, design an acrostic poem using the words ACTIVE and PASSIVE. Rhyming may be modeled. For example:

All children love to move
Climbing stairs, running in pairs
Turn off the TV and come and groove
I skip, run, hang and creep
Very hot, done the lot
Energy is used and I need a sleep

Discuss the terms organised activity and play. Create a table using the headings and examples given below. Students draw some pictures to match their activities.

Organised Activity	Play
<ul style="list-style-type: none"> Cycling Playing in a softball team Competing in a swimming carnival race Running in a race 	<ul style="list-style-type: none"> Building a sand castle Walking the dog Building a cubby house Climbing a tree Playing with my toys Swimming in the backyard pool

In groups students share their photos. Each student explains the activity they are doing in the photo and then states why doing this activity is important for good health.

OPTIONAL

Write a short story about their favourite activities and how they are important to health.

Resources Student photo	Assessment Student work sample of acrostic poem.
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Lesson 3 What are healthy eating habits?

Enduring Understandings	Outcomes	Indicators
<p>E.2 We have a responsibility to make informed choices about what we eat. These nutritional choices affect our health and well being.</p>	<p>DMS1.2 Recalls past experiences in making decisions.</p> <p>PHS1.12 Recognises that positive health choices can promote wellbeing.</p> <p>V4 Increasingly accepts responsibility for personal and community health.</p>	<ul style="list-style-type: none"> • Identifies healthy eating alternatives • Recognises that a variety of food is needed for good health • Identifies different foods that can keep them healthy • Values their health and safety and that of others
<p>KidsMatter SEL Focus: Minor - Responsible Decision Making - Analysing situations</p>		
<p>Suggested Learning Experiences</p> <p>Students view the <i>Australian Guide to Healthy Eating Plate</i>. Students discuss:</p> <ol style="list-style-type: none"> 1. Why are there different sections of the plate? 2. How many food groups are there on the plate? 3. Why should we eat small amounts of foods from the fats/oils/sugar/salt section of the plate? 4. List foods that are high in fats/oils/sugar/salt (junk food). Discuss the effects that junk food has on our bodies. For example obesity, diabetes, heart disease. 5. Why should we eat large amounts of food from the vegetables and fruits, breads and cereals section of the plate? 6. Why are these foods good for our bodies? These foods protect against diseases, are full of vitamins and minerals and give us energy. <p>Students complete the <i>Healthy Food Plate Activity</i> by gathering magazine cut outs of foods and pasting them into the appropriate sections of the healthy food plate.</p> <p>Students identify the foods that do not fit into the five good food groups. Ask the students to give reasons why they are not included. Explain that they are not essential to provide the nutrients the body needs. The extra foods, pictured outside the five good groups, can add to the enjoyment of a healthy diet. We should choose these only sometimes or in small amounts.</p> <p>TW: Students discuss the importance of a balance of healthy food and exercise. By making wise decisions such as this, we promote good health and respect for our body.</p>		
<p>Resources</p> <ul style="list-style-type: none"> • <i>Healthy Food Plate Activity</i> • Magazine pictures • <i>The Australian Guide to Healthy Eating Teacher Fact Sheet</i>. Ph: 1800 020 103 ext 8654 or http://www.health.gov.au/internet/main/publishing.nsf/Content/health-publth-strateg-food-guide-index.htm 	<p>Assessment</p> <p>Student work sample of <i>Healthy Food Plate Activity</i>.</p> <p>Optional Assessment task: <i>Healthy Eating Habits</i>.</p>	

Assessment: Lesson 3 - Healthy Eating Habits



Student: _____

Complete the table below.

Unhealthy Food	Healthy Food

Describe how the foods below can affect your body:

1. Fruit and Vegetables _____

2. Junk Food _____

This task provides students with the opportunity to demonstrate their standard of achievement of the following outcomes:

Outcomes	Indicators	Working towards	Achieved with support	Achieved
DMS1.2 Recalls past experiences in making decisions.	Identifies healthy eating alternatives			
PHS1.12 Recognises that positive health choices can promote wellbeing.	Recognises that a variety of food is needed for good health			

Task:
 Students complete the *Healthy Food Plate* Activity by gathering magazine cut outs of foods and pasting them into the appropriate sections of the Healthy Food Plate.

TEACHER FACT SHEET

The Australian Guide to Healthy Eating

The Australian Guide to Healthy Eating provides information about the amounts and kinds of food that you need each day to get enough of the nutrients essential for good health and well being.

1. What are the five good groups?

The main food groups in the *Australian Guide to Healthy Eating* are:

- a) Bread, cereals, rice, pasta, noodles
- b) Vegetables and legumes
- c) Fruit
- d) Milk, yogurt, cheese
- e) Lean meat, fish, poultry, eggs, nuts, legumes

These foods provide the important nutrients the body needs.

2. What about all the other foods you eat?

Some foods do not fit into the five food groups as they are not essential to provide the nutrients the body needs. The extra foods, pictured outside the five good groups, can add to the enjoyment of a healthy diet. Choose these sometimes or in small amounts.

3. What is a healthy diet?

- a) Choose foods from each of the five food groups every day.
- b) Eat:
 - Plenty of plant foods (bread, cereal, rice, pasta, noodles, vegetables, legumes and fruit)
 - Moderate amounts of animal foods (milk, yogurt, cheese, meat, fish, poultry, eggs) in the proportions shown by the guide
 - Small amounts of the extra foods, including oils and margarines
 - spread margarine thinly on your bread and toast
 - use only a small amount of oil or margarine in food preparation and cooking
- c) Choose different varieties of foods from within each of the five food groups from day to day, week to week and at different times of the year.
- d) Drink plenty of water.

4. What about physical activity?

You may also want to think about increasing your physical activity level. Thirty minutes of moderate activity every day (like walking), even if done in 3 x 10 minute bursts, will make you fitter and healthier.

5. What influences the way we eat?

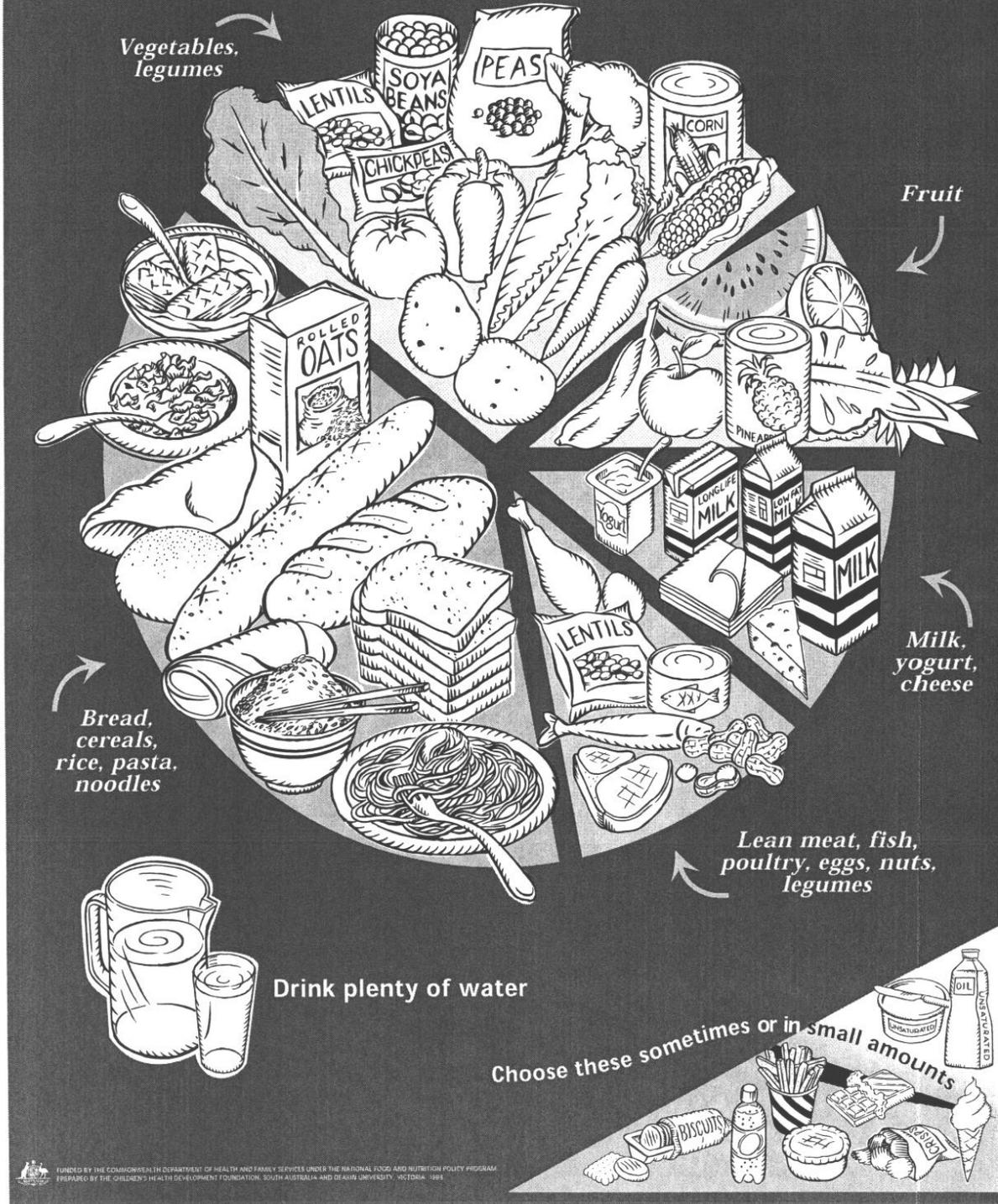
Food and eating are part of the way we live our lives. Many factors help to shape and change the way we eat. These include:

- Cultural and family background
- The kinds of foods that are available to buy
- Time available for shopping, cooking and food preparation
- Personal likes and dislikes
- Food advertising
- Knowledge about food and nutrition
- Access to transport
- Money available to buy food.

The Australian Guide to Healthy Eating is designed to help you choose foods for health and well being that fit in with your daily life.

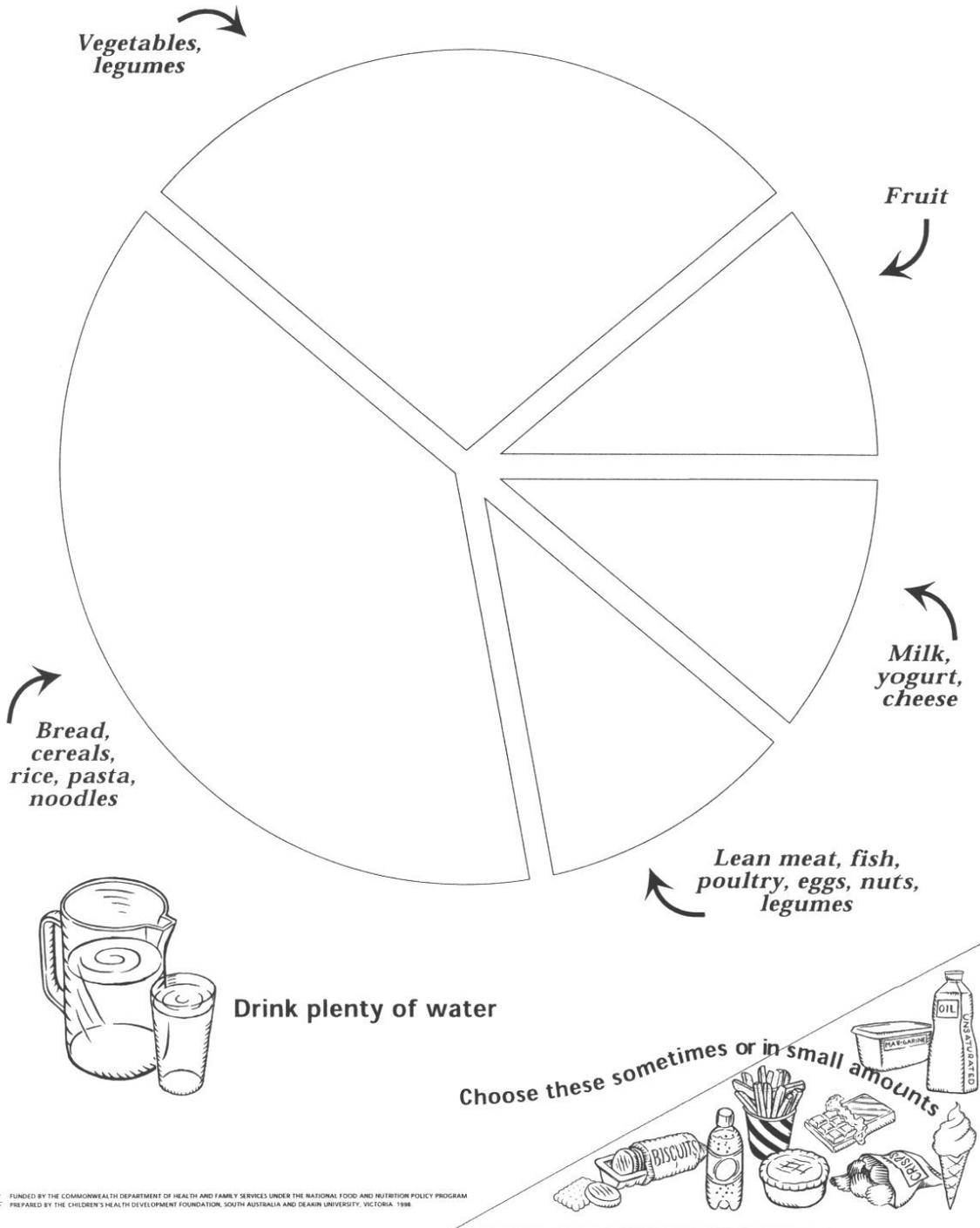
Source: *The Australian Guide to Healthy Eating*. Commonwealth Department of Health and Family Services. (1998).
Ph: 1800 020 103 ext 8654. *The Australian Guide to Healthy Eating* can also be found on the internet at
<http://www.health.gov.au/internet/main/publishing.nsf/Content/health-publth-strateg-food-guide-index.htm>

Enjoy a variety of foods every day



Reproduced from: Commonwealth Department of Health and Family Services (1998) *The Australian Guide to Healthy Eating*.

Enjoy a variety of foods every day



Reproduced from: Commonwealth Department of Health and Family Services (1998) *The Australian Guide to Healthy Eating*.

Lesson 4 Who influences my eating habits?

Enduring Understandings	Outcomes	Indicators
<p>E.2 We have a responsibility to make informed choices about what we eat. These nutritional choices affect our health and well being.</p>	<p>PHS1.12 recognises that positive health choices can promote wellbeing.</p> <p>DMS1.2 Recalls past experiences in making decisions.</p> <p>V4 Increasingly accepts responsibility for personal and community health.</p>	<ul style="list-style-type: none"> • Recognises that a variety of food is needed for good health • Identifies how advertisements can influence their choice • Values their health and safety and that of others
<p>KidsMatter SEL Focus: Major - Responsible Decision Making - Analysing situations; Responsible Decision Making - Assuming personal Responsibility</p>		
<p>Suggested Learning Experiences</p> <p>Brainstorm a list of who and what influences what we eat.</p> <p>Teacher provides examples of ads for different foods. Students discuss the features of an advertisement.</p> <p>As a class, discuss ways in which advertisements influence our choices to use or buy a product. Some ads are bright and colourful, others use famous people, some have catchy slogans or tunes designed to target specific audiences.</p> <p>TW: In small groups, students design an advertisement for a healthy food or focus on the need to eat a balanced diet. Teacher writes the following phrases on the board and encourages the students to incorporate at least one of these phrases in their advertisement:</p> <ul style="list-style-type: none"> • responsible eating • wise decisions • good choices • caring for our bodies <p>The advertisement could be in the form of a poster (billboard), animation, jingle, radio announcement, TV commercial or newsletter/newspaper insert. Teachers will need to organise a range of resources for students to select from. For example audio recorder, art paper, pencils, paint, publishing program, computer, digital camera.</p> <p>Students present their ads to the class or younger classes and display their work in the school library.</p>		
<p>Resources</p> <ul style="list-style-type: none"> • Advertisements of foods • Multimedia resources • Art paper and materials • Computer and publishing programs • Video camera • http://www.thecoca-colacompany.com/presscenter/av_advertising.html 	<p>Assessment</p> <p>Student work sample of healthy food advertisement.</p>	

Lesson 5 How can fast food be healthy?

Enduring Understandings	Outcomes	Indicators
<p>E.2 We have a responsibility to make informed choices about what we eat. These nutritional choices affect our health and well being.</p>	<p>PHS1.12 Recognises that positive health choices can promote wellbeing.</p> <p>DMS1.2 Recalls past experiences in making decisions.</p> <p>V4 Increasingly accepts responsibility for personal and community health.</p>	<ul style="list-style-type: none"> • Recognises that a variety of food is needed for good health • Identifies different foods that can keep them healthy • Values their health and safety and that of others
<p>KidsMatter SEL Focus: Major- - Responsible Decision Making - Problem-Solving</p>		
<p>Suggested Learning Experiences</p> <p>Students discuss the concept of fast food. Discuss how our eating patterns have changed and life before McDonalds restaurants. Teacher shows several TV commercials or ads from magazines/internet promoting fast food.</p> <p>As a class, discuss how many fast food chains have added healthier alternatives to their menus. Students recall any such changes. For example:</p> <ul style="list-style-type: none"> - barbecued chicken without the skin, instead of crumbed, deep fried chicken - grilled fish instead of battered, deep fried fish - healthy food alternatives at McDonalds - hamburgers with lean meat patties, sauce, plenty of salad vegetables - salad rolls or sandwiches with lean meat or chicken - tomato, vegetables and lean meat pasta dishes - pizzas with vegetable, pineapple, prawn or lean chicken toppings instead of the fatty or salty meat toppings e.g. salami - no added salt choices - fruit salad or pieces of fruit - low fat flavoured milk and yoghurt, unsweetened fruit juice, mineral water, diet soft drinks, water <p>TW: Healthier fast foods have become more popular because people are taking more responsibility for looking after their health and their bodies. They want to make smarter choices about the food they eat.</p> <p>Students choose a fast food restaurant and draw and label their healthy choices for the next time they visit.</p> <p>OPTIONAL: Teacher explains how a smoothie is also a fast food but a healthy option. In small groups, students prepare the ingredients for a fruit smoothie and blend ingredients. Teacher/parents need to supervise closely.</p>		
<p>Resources</p> <ul style="list-style-type: none"> • TV or magazine ad of fast foods • Blenders • Parent helpers • Ingredients for Smoothie - milk or soy, ice cream or yoghurt, honey, plastic cups, fruit 	<p>Assessment</p> <p>Student drawing of healthy options for their next visit to a fast food restaurant.</p>	

Lesson 6 How do I make healthy decisions?

Enduring Understandings	Outcomes	Indicators
E.1 We have an obligation to make lifestyle choices that improve our health and quality of life.	<p>PSS1.5 Draws on past experiences to solve familiar problems.</p> <p>PHS1.12 Recognises that positive health choices can promote wellbeing.</p> <p>V4 Increasingly accepts responsibility for personal and community health.</p>	<ul style="list-style-type: none"> Suggests solutions to problems Identifies influences on decision making Values the health and safety of themselves and others

KidsMatter SEL Focus: Major - Responsible Decision Making - Problem-Solving

Suggested Learning Experiences

Students brainstorm a list of choices in their life that affect their health and identify who or what might influence their decisions. (Refer back to Teacher Fact Sheet Lesson 3 *Australian Guide to Healthy Eating, What influences the way we eat?*)

Students design and create a *This or That?* chart. Teacher scaffolds this activity by giving an example. Some other choices can include hot dog or sandwich, yo go or yoghurt, soft drink or water, chips or rice crackers.

THIS OR THAT?	MY DECISION	WHO OR WHAT INFLUENCED ME	REASONS FOR MY DECISION	CONSEQUENCES
Chocolate or fruit	Fruit	Mum Hot weather	Healthier Keeps me full	Felt full Felt healthy

TW: Students choose ONE 'This' or 'That?' decision and suggest the possible effects of each decision. Discuss how these decisions play an important part in improving our health, well being and quality of life.

Activity 4 and 5 Crunch and Sip breaky bites

Resources

- Paper
- Pencils

Assessment

Student work sample *This or That* chart

Lesson 7 How does physical activity affect me?

Enduring Understandings	Outcomes	Indicators
<p>E.3 Regular physical activity with a balanced lifestyle promotes optimal health and well being.</p>	<p>ALS1.6 Participates in physical activity, recognising that it can be both enjoyable and important for health.</p> <p>DMS1.2 Recalls past experiences in making decisions.</p> <p>V5 Willingly participates in regular physical activity.</p>	<ul style="list-style-type: none"> • Engages in a range of planned activities • Identifies physical changes during and after exercise • Values the importance of physical activity to personal health
<p>KidsMatter SEL Focus: Minor - Relationship Skills - Communication</p>		
<p>Suggested Learning Experiences</p> <p>Students play a range of fun, minor activities outside with marker cones for boundaries. Suggested activities are octopus, crows and cranes, red light, stuck in the mud and rock/tree/bridge. As a class discuss how their body felt before, during and after the activities.</p> <p>TW: Each student chooses a particular physical activity he/she likes. Identify the benefits that this activity has on your whole self - your health, your body and your mind.</p> <p>For example: Netball</p> <ul style="list-style-type: none"> - provides good exercise for your heart - keeps you fit, good for coordination - team sports promote social skills - have fun with your peers - provides a sense of belonging <p>In small groups, students share their responses with their peers. Identify the similarities and differences between the benefits of the different activities chosen.</p> <p>Discuss why some students don't like physical activity and how their likes and dislikes affect levels of participation in physical activity.</p> <p>OPTIONAL</p> <p>Create a 'myclasses' discussion forum about the importance of physical activity.</p> <p>HOME TASK</p> <p>Students complete a <i>My Physical Activity Diary</i> for a period of a week. This could be presented as a <i>News Activity</i> the following week.</p>		
<p>Resources</p> <ul style="list-style-type: none"> • Marker cones to mark the boundaries for the outdoor game • <i>My Physical Activity Diary</i> worksheet 	<p>Assessment</p> <p>Student participation in class discussion about benefits of physical activity.</p>	



Physical Activity Diary



Draw and label the physical activities you do.

Day of the Week	Activities
Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

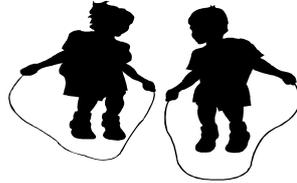
Lesson 8 What are the benefits of physical activity?

Enduring Understandings	Outcomes	Indicators
<p>E.3 Regular physical activity with a balanced lifestyle promotes optimal health and well being.</p>	<p>ALS1.6 Participates in physical activity, recognising that it can be both enjoyable and important for health.</p> <p>INS1.3 Develops positive relationships with peers and other people.</p> <p>V5 Willingly participates in regular physical activity.</p>	<ul style="list-style-type: none"> • Describes how physical activity is important for a healthy lifestyle • Identifies high, medium or low physical activity levels • Uses positive talk to encourage others to improve physical activity levels • Shows concern for the wellbeing of others • Values the importance of physical activity to personal health
<p>KidsMatter SEL Focus: Major - Self Management - Goal setting; Responsible Decision Making - Problem-Solving; Minor - Relationship Skills - Communication</p>		
<p>Suggested Learning Experiences</p> <p>TW: We are called to live life to the full. We have a duty to care for our whole selves that is our mental, social, physical, cultural and spiritual selves.</p> <p>Teacher reads the <i>Physical Activity Scenarios</i> about three children and their participation levels in physical activity. Students discuss the scenarios and identify the child's level of participation in physical activity as high, medium or low.</p> <p>As a class, students identify how they could improve or maintain each child's level of participation in physical activity. Students identify their level of participation in physical activity and recognise whether it is sufficient for health and discuss how to maintain or improve their level of participation.</p> <p>Students refer to activity diary from lesson 7 and then complete the statements 'My weekly participation in physical activity is (high, medium or low). I can (improve or maintain) my weekly physical activity by.....'</p> <p>In small groups, students prepare a role-play to highlight how they could encourage other children to participate in physical activity. Students present their role-plays to the class.</p> <p>OR</p> <p>Students create and draw a cartoon character who actively participates in physical activity. Students present their character and explain the benefits of participation in regular physical activity.</p>		
<p>Resources</p> <ul style="list-style-type: none"> • <i>Physical Activity Scenarios</i> • Art paper • Pencils 	<p>Assessment</p> <p>Student role plays that encourage others to participate in physical activity or completion of cartoon character activity.</p>	



Physical Activity Scenarios

Active Adam, Jumping Jess & Sedentary Sam



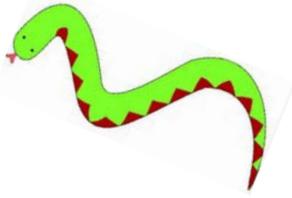
Active Adam loves to play basketball with his friends at lunchtime. He walks to school every morning and stays after school two days a week to train for the school's soccer team. On the weekend, Adam loves to ride his bike along the cycleway to the beach.

Jumping Jess catches the bus to school each day. During lunchtime she loves to play tag and skip with her friends. Jess watches TV after school most days, but sometimes goes for a walk with her dog. On the weekend, Jess visits her grandmother and helps with the housework.

Sedentary Sam lives two blocks from the school and catches the bus to get there every day. Sam goes to the library during lunchtime and plays on the computers or reads a book. After school, Sam watches videos or plays computer games. On the weekend, Sam uses the 'Playstation' with friends, or goes to the movies, or reads a book.

Lesson 9 What are the benefits of physical activity?

Enduring Understandings	Outcomes	Indicators
<p>E.3 Regular physical activity with a balanced lifestyle promotes optimal health and well being.</p>	<p>PHS1.12 Recognises that positive health choices can promote wellbeing.</p> <p>INS1.3 Develops positive relationships with peers and other people.</p> <p>V4 Increasingly accepts responsibility for personal and community health.</p>	<ul style="list-style-type: none"> • Makes personal health choices and gives reasons for their choices • Displays cooperation in <i>Snakes and Ladders</i> game • Appreciates the need for shared responsibility and decisions making
<p>KidsMatter SEL Focus Major - Responsible Decision Making - Analysing situations; Relationship Skills - Communication</p>		
<p>Suggested Learning Experiences</p> <p>Students revise and record the benefits of participation in physical activity. For example strong muscles, healthy heart, making friends, learning new skills and games, healthy breathing (cardiovascular fitness), understanding other students' varying abilities (tolerance and respect) and helping others.</p> <p>In small groups, students design a <i>Snakes and Ladders</i> game. Students use the grid sheet provided and pose questions/statements relating to participation in physical activity to form the basis of the game. Students brainstorm examples of positive and negative attitudes towards physical activity. For example you play cricket in the backyard with your friends instead of watching television (ladder); you play the computer instead of going outside and playing a ball game (snake).</p> <p>Students play the <i>Snakes and Ladders</i> games they created.</p>		
<p>Resources</p> <ul style="list-style-type: none"> • <i>Snakes and Ladders</i> Game grid sheet • Counters 	<p>Assessment</p> <p>Student's participation in making the <i>Snakes and Ladders</i> Game.</p>	



Snakes and Ladders



Lesson 10 What are the consequences of my decisions?

Enduring Understandings	Outcomes	Indicators
<p>E.1 We have an obligation to make lifestyle choices that improve our health and quality of life.</p>	<p>DMS1.2 Recalls past experiences in making decisions.</p> <p>PHS1.12 Recognises that positive health choices can promote wellbeing.</p> <p>PSS1. 5 Draws on past experiences to solve familiar problems.</p> <p>V4 Increasingly accepts responsibility for personal and community health.</p>	<ul style="list-style-type: none"> • Predicts consequences of options in order to make a decision • Identifies what or who influences their decisions • Suggests solutions to problems • Values their health and safety and that of others
<p>KidsMatter SEL Focus: Major - Responsible Decision Making - Problem-Solving; Responsible Decision Making - Analysing situations</p>		
<p>Suggested Learning Experiences</p> <p>TW: Our responsibility towards our gift of life is to make lifestyle choices that ensure health and well being.</p> <p>Teacher displays decision cards relating to a health enhancing behaviour. For example. Will you eat vegetables? Will you wear your bike helmet? Will you take your friend's medicine? Will you cross against the red light? Will you join a basketball club? Will you drink water?</p> <p>Choose one and as a class discuss different decisions and actions you could take. In small groups the students identify who might influence their decisions. Share with the class.</p> <p>Teacher distributes decision cards to small groups. Students discuss and choose one decision to mime, highlighting the consequences of their choice. Once the mime has been performed to the class, they guess the choice made and discusses the consequences of the choice.</p> <p>Students choose one mime from those performed and in books illustrate who or what can influence their decisions.</p>		
<p>Resources</p> <ul style="list-style-type: none"> • Teacher made decision cards 	<p>Assessment</p> <p>Student responses in mimes related to decision making.</p>	

TEACHER REFLECTION - UNIT EVALUATION

	Poor	Unsatisfactory	Satisfactory	Good
A. EVIDENCE				
To what extent does the assessment evidence provide:				
1. A valid and reliable measure of the targeted outcomes/enduring understandings?				
2. Sufficient information to support inferences about each student's understanding/level of achievement?				
3. Opportunities for students to demonstrate their understandings through authentic learning tasks?				
B. LEARNING EXPERIENCES AND INSTRUCTION				
To what extent did students:				
1. Achieve the outcomes and the enduring understandings of the unit (the big ideas as opposed to basic facts and skills)?				
2. Know where they were going and why (in terms of unit goals, requirements, and evaluative criteria)?				
3. Deepen their knowledge and understanding of the outcomes & big ideas of the Unit (through inquiry, research, problem solving, and experimentation)?				
4. Receive explicit instruction on the knowledge and skills needed to equip them for the required performances?				
5. Have opportunities to rehearse, revise, and refine their work based on feedback?				
6. Self-assess and set goals prior to the conclusion of the unit?				

PTO



Student Unit Reflection Stage 1



Student Name: _____ Class: _____

Unit/Topic: _____

Completing the sentences below will help me to remember the important things I learnt about how to keep myself happy, healthy and safe.



One of the things I enjoyed learning about was....



One thing I would change is....



One thing I enjoyed sharing with my family at home was....

What things from this unit would I like to learn more about?

The rating I give myself for how hard I worked in this unit is...

1

2

3

4

5