

You Are What You Eat

Health and Physical Education, Level 2/3

The Learning Context:

In this unit students work together to promote a healthy food message to the school community.

During the first stage of the unit the class explores how food choices can affect people's health and wellbeing. Through a variety of activities students will be able to identify the benefits of eating healthy foods, describe a balanced diet, and design appealing and nutritional meals.

The students are then asked to share their knowledge of food nutrition by campaigning for healthier eating habits in the school community.

The class may decide to operate a healthy canteen for the day, host a shared lunch for junior students, create a movie/pamphlet/book/web-page that markets healthy food, or host a food fair expo for parents, etc.

Students will be encouraged to work collaboratively and creatively as they develop and implement a plan of action for the health promotion. Once the health promotion has taken place students will reflect on its success using audience responses as one way of determining their achievements.

Approximately 12 lessons

Achievement Objectives:

HEALTH AND PHYSICAL EDUCATION CURRICULUM

Strand D: Healthy Communities and Environments:

LEVEL 2:

D1: Explore how people's attitudes, values, and actions contribute to healthy physical and social environments.

D3: Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments.

LEVEL 3:

D 1: Identify how health care and physical activity practices are influenced by community and environmental factors.

D 4: Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.

Health and Physical Education Learning Outcomes:

Students will be able to:

1. Identify a range of healthy and unhealthy foods and describe the effects that these foods have on our bodies.
2. Participate in a healthy food promotion taking responsibility for an allocated role. Evaluate the success, or otherwise, of the healthy food campaign.

Enterprising Attributes:

- Generating and using creative ideas and processes.
- Using initiative and drive.
- Working with others and in teams.
- Negotiating and influencing.
- Identifying, recruiting, and managing resources.
- Planning and organising.
- Collecting, organizing, and analysing information.
- Communicating and receiving ideas and information.

Teachers to observe and collect evidence of these enterprising attributes in action.

Resource Requirements:

- Newspaper article or TV news item or health statistics on the subject of poor nutrition
- Visiting dietician or health nurse
- Healthy food ingredients and recipes
- Internet websites such as:
www.vegetables.co.nz
www.5aday.co.nz
www.coolfoodplanet.org
www.dole5aday.com
www.healthychoices.org
- Decision Making Grid
- KWL Chart
- Eating Well – Learning Media
- Healthy People Eat Healthy Food – Curriculum in Action: MOE
- Journal articles and stories

Teaching and Learning Sequence

NB: Teachers are encouraged to gauge the prior knowledge of their students before implementing each unit so that they can provide personalised and meaningful learning opportunities. The teaching and learning sequence provided in each unit is to be viewed as a guide only. Teachers will need to adapt this sequence to meet the needs of their students, school and community.

The future focus issues of citizenship and enterprise can be explored during this unit. Our health impacts on our and our community's economic and social well-being, now and in the future. As citizens of our community we need to be well informed about our health and accept responsibility for it, in the first instance. Innovative and enterprising campaigns can inform us. Economic entrepreneurs are able to explore and sell healthy food choices for people in their community.

The numbered activities listed below are learning steps rather than lessons. Teachers may choose to combine two or three learning steps into one lesson. Alternatively, they may spread one learning step out over several lessons. This will be largely dependent on students' knowledge and their subsequent learning needs.

<p>Getting started:</p> <p>Teacher uses a newspaper article, health statistics or a TV news item, etc, to highlight the issue of poor nutrition in New Zealand children.</p> <p>The unit and focus for learning is described to the students. Explain that the class will:</p> <ul style="list-style-type: none"> • explore how food choices can affect people's health and wellbeing, and • promote a healthy food message within the school community so that their learning is shared and other students are influenced to make changes to their eating habits 	<p style="text-align: center;">LINKS TO BES Best Evidence Synthesis</p> <p><i>5. Quality teachers allow students to solve problems and link learning to real life experiences.</i></p>
<p>Teaching Sequence:</p> <ol style="list-style-type: none"> 1. Complete a brainstorm to record what students already know about healthy food and nutrition. Prompt questions could include: What are healthy foods? What are unhealthy foods? What is a balanced diet? Do you have a healthy diet? (Learning Outcome 1) 2. Use a KWL Chart - What I know; What I want to learn; What I have learned - to help direct the research process. (LO 1) 3. Invite a dietician or health nurse to visit the school to help answer some questions that the students have about nutrition. The dietician or health nurse could share information about the food pyramid, offer recipe ideas for healthy food choices, and discuss the effects that unhealthy food can have on people. (LO 1) Collecting, organising and analysing information 4. Students to continue the research process with the aim of finding healthy food that is appealing to themselves and their peers. Students could consider the ethnic diversity of food and its significance within their own families. This could be supported by journal resources(*). Further research pathways could include: using the internet to gain information, surveying the school community on their existing diets and their healthy food preferences, trialling a range of healthy recipes and monitoring their popularity, etc. (LO 1) 5. Students to brainstorm all the different ways that a healthy food message could be promoted in the school community. Ideas might include running a canteen, hosting a shared lunch, making promotional movies, etc. (Learning Outcome 2) Generating and using creative ideas and processes 	<p><i>3. Quality teachers recognise and build on students' prior knowledge.</i></p> <p><i>8. Quality teachers develop all students' information skills; ensuring students have ready access to resources to support the learning.</i></p> <p><i>3. Quality teachers recognise the importance of students' cultural and social background.</i></p>

<ol style="list-style-type: none"> 6. Use a Decision Making Grid to help rank the possibilities and narrow choices. (LO 2) 7. Decide which method of promotion to use. (LO 2) 8. Students to begin planning their healthy food campaign. Questions to consider: What will our audience see and learn? What resources do we need? How will we notify our school community? What jobs need to be done? Who is responsible for which job? When do tasks need to be completed? Etc. (LO 2) Planning and organising, Working with others and in teams, Using initiative and drive, Identifying, recruiting and managing resources Innovation, inquiry, and curiosity 9. Students are assigned roles and responsibilities and they work together to prepare for their healthy food campaign. (LO 2) Planning and organising, Working with others and in teams, Using initiative and drive, Identifying, recruiting and managing resources Community and participation 10. Class has regular meetings to monitor progress, identify problems and seek solutions. (LO 2) 11. Students draw up a questionnaire for their audience to complete to measure the success of their healthy food campaign. Questions could include: Do you need to make changes to your diet based on the information you received? Did you enjoy our campaign? What did you learn? Etc. (Learning Outcome 3) 12. Class launches their healthy food campaign and distributes questionnaires at the conclusion. (LOs 2/3) Negotiating and influencing, Communicating and receiving ideas and information Excellence 13. Students revisit KWL chart and complete 3rd column (what we have learned) to document their learning. (Learning Outcome 3) 14. Students use the questionnaire results and their own opinions to identify the strengths of their promotion and areas for improvement. (LO 3) 15. Students share the story of their project with the local newspaper or the Minister of Health. (LO 3) Communicating and receiving ideas and information 16. Students make a digital slideshow (using photographs) to show their project in action. This slideshow can be used to help teach parents about nutrition. Communicating and receiving ideas and information 	<p>6. Quality teachers plan a range of activities that engage students, enabling them to complete the learning process, so that what is learned is remembered.</p> <p>3. Quality teachers support parents and caregivers to understand the learning and skill development in school.</p>
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Reflective Questions:

Exploring new knowledge and skills

- What are healthy food options? Why eat healthy foods?
- Why do people eat unhealthy foods? What are the potential consequences of this choice?
- How well did we communicate a healthy food message?
- How well did we carry out our responsibilities?
- Would we do anything differently next time?
- Do we have any further ideas for promoting a healthy diet?
- What changes have I made to my diet since completing this unit?

Exploring what it is to be innovative and enterprising

- What step/s were you doing when you used each of the Enterprising Attributes? Break each attribute into its separate words and refine your answers.
- How could you improve on using the Enterprising Attribute/s for next time?
- Can you transfer this learning to your other topics?

Exploring further future focus issues

- As citizens, how can we ensure that healthy eating messages are acted upon?
- What healthy food campaigns that you have investigated are 'enterprising'? Why?

Decision Grid

Criteria	Choices						
Total							

KWL Chart

What I know	What I want to know	What I have learnt