

# Unit plan: The Good Life

## Unit Overview

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**Unit Plan Title:**     **The Good Life**

**Year Levels**           **Years 4 – 6**

### Curriculum – Framing Questions

#### *Essential Question*

- Are we really what we eat?

#### *Unit Questions*

- Why do we need food?
- Who makes decisions about the foods you eat?
- What does it mean to be healthy?
- Where does food come from?
- What is healthy food?
- Is healthy food the only thing we need to be healthy?
- How could the media affect what we eat?
- How does culture affect the food we eat?
- How can I live a healthier lifestyle?

#### *Content Questions*

- How does your body digest food?
- What is a balanced diet?
- How would you describe your diet—is your diet balanced?
- How important is being healthy?
- How do we keep food fresh? What happens if we don't?
- What makes food healthy?
- Are there healthy take away foods?
- What is the food pyramid?
- How can we use our senses to explore food?
- What foods are good for us and what aren't?

### Unit Summary

In this unit, students develop knowledge and understanding of the food pyramid and the role a balanced diet plays in staying healthy and fit. The students investigate how exercise complements a balanced diet and only having one in their lifestyle does not mean they will be healthy. The importance of having a balanced lifestyle and how to make decisions that reflect their knowledge will be developed through the unit. Students work in cooperative groups to respond to open-ended questions and take responsibility for their own learning. Digital Learning Objects are used to reinforce student learning while Kahootz software is used to apply their learning. Students will look at the role the media plays in influencing our food choices and other factors related to nutrition and hygiene.

## Teaching and Learning Strategies

- Students operate in a variety of groupings depending on the activity. ICT work is to be completed in pairs. Cooperative groups will be used for some thinking activities and individual work on a country of their choice.
- KWL enquiry chart to express what they know and what they want to learn at commencement of unit.
- Reflective writing.
- Mindmapping
- Concept Maps
- Six Thinking Hats
- Cooperative group selection will be negotiated with a mix of friendship groups, mixed ability and similar ability.
- Collaborative groups with each student having a role may be used when setting the scene and developing a knowledge of continents.
- Use of Multiple intelligences and Bloom's taxonomy activities. Both class and student activities include on grid.
- Contract tasks - Choice and responsibility are strategies students need to develop to manage their work.
- Scientific experiments
- Expert Groups
- Class debate
- Surveys
- Guided reading
- Action planning/goal setting

## Professional Learning

- Familiarisation with the Digital learning Objects being used during the unit Utilising an exploration sheet to make the experience for the students meaningful
- Investigation of web sites and whether they meet the needs of the unit.
- Use the Kahootz Tutorial CD, *Disk 1 Basic Kahootz Skills 2005*, to view brief tutorials on basic Kahootz skills. For specific skills related to Kahootz tasks in this unit, refer to Tutorials: 3 Navigating 3D Worlds, 4 Selecting and Inserting 3D Objects, 8 Keypoint Animation and 9. 3D and Notepad Text.
- Developing the necessary skills to assist students with their work with Kahootz.

## Victorian Essential Learning Standards

This unit can be used to assess a range of Victorian Essential Learning Standards. The table below is an example of how this unit may be used to assess some Level 3 and 4 standards.

| Strand                                 | Domain                        | Dimension                      | Key elements of the Standards<br><i>Students will:</i>   |
|--|-------------------------------|--------------------------------|--|
| Physical, Personal and Social Learning | Health and Physical Education | Health knowledge and promotion | ... at Level 3, identify healthy eating practices and explain some physiological, social, cultural and economic reasons for people's food choices.<br>... at Level 4, analyse and explain food choices and analyse and describe food selection models. |
|  | Personal Learning             | Managing Personal Learning     | ... at Level 3, complete short tasks by planning and allocating time and resources.<br>... at Level 4, develop and implement plans to complete tasks within externally imposed time frames.  |

|                            |  |  |  |
|----------------------------|--|--|--|
|                            | Interpersonal Learning                       | Working in teams   | <p>...At Level 3, students cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task. They describe and evaluate their own contribution and the team's progress towards the achievement of agreed goals.</p> <p>...At Level 4, students work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity. Students accept responsibility for their role and tasks. They provide feedback to others and evaluate their own and the team's performance.</p> |
| Interdisciplinary Learning | Communication                                | <p>Listening, Viewing and Responding</p> <p>Presenting</p> | <p>... at Level 3 work towards the achievement of the standards at Level 4.</p> <p>...At Level 4, students ask clarifying questions about ideas and information they listen to and view. They develop interpretations of the content and provide reasons for them. They explain why peers may develop alternative interpretations</p> <p>... at Level 4, use a range of presentation formats to summarise ideas and organise information logically and clearly to meet the needs of audience and purpose.</p>  |
| Interdisciplinary Learning | Information Communication Technologies (ICT) | ICT for creating   | <p>... at Level 3, create multimedia products to assist in problem solving across the curriculum.</p> <p>... at Level 4, independently use a range of skills, procedures and functions to process different data types and produce accurate and suitably formatted products to suit different purposes and audiences.</p>  |
|                            | Thinking                                     | Reflection, evaluation and metacognition                   | <p>... at Level 3, apply thinking strategies to organise information and concepts in a variety of contexts...</p> <p>... at Level 4, use the information they collect to develop concepts, solve problems or inform decision making.</p>   |

|                       |         |                                     |   |
|-----------------------|---------|-------------------------------------|---|
| Disciplinary Learning | English | Reading                             | <p>...At Level 3...identify how language is used to represent information, characters, people, places and events in different ways including identification of some simple symbolic meanings and stereotypes</p> <p>...At Level 4, students read, interpret and respond to a wide range of literary, everyday and media texts in print and in multimodal formats. They analyse these texts and support interpretations with evidence drawn from the text. They describe how texts are constructed for particular purposes, and identify how sociocultural values, attitudes and beliefs are presented in texts.</p> |
|                       |         | Writing                             | <p>...At level 3... they express a point of view providing some information and supporting detail. They combine verbal and visual elements in the texts they produce.</p> <p>...At Level 4, students produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing. They begin to use simple figurative language and visual images. They identify and use different parts of speech, including nouns, pronouns, adverbs, comparative adverbs and adjectives</p>                       |
|                       |         | Science knowledge and understanding | <p>...At Level 3 Students identify and describe the structural features of living things, including plants and animals. They identify how these features operate together to form systems which support living things to survive in their environments.</p> <p>...At level 4...identify and explain the connections between systems in the human body and their various functions. Students design their own simple experiments to collect data and draw conclusions.</p>   |
|                       |         | Science at Work                     | <p>...At Level 3, students plan, design, conduct and report collaboratively on experiments related to their questions about living and non-living things and events.</p> <p>... At level 4...Students use the terms relationships and cause and effect when discussing and drawing conclusions from the data they collect.</p>  |

## Procedures

- Pose essential question “Are we really what we eat?” Use a thinking tool such as K-W-L to ascertain background knowledge and interests of students. (what do they **know**, **what** do they want to know and what have they **learned**.)
  - Complete some of the class activities that are designated on the Activities grid. These activities are based upon Bloom’s taxonomy and Gardner’s Multiple Intelligence and allow students to make decisions about their learning. The activities vary between whole class, small groups and individual.
- See Appendix 1
- Negotiate with students a reasonable number of activities that should be completed from the grid and the due dates. Also clarify with students which type of activities to complete (eg – one from each level of Blooms Taxonomy) \* You may wish to highlight some “must do” tasks for all students. Students to map out and plan when and how they will complete the activities and/or keep a journal.
  - Students brainstorm what they consider to be junk food and other foods that are healthy. They use “The Gobbliser: (Digital Learning Object Release 1 - CAW005) to find out what foods are in fact healthy and which ones we should limit the intake of?
  - Guided reading about the Healthy Food pyramid. Get students to record their understanding of healthy/non healthy foods in a mindmap or a concept map using Inspiration/Kidspiration.



Figure 1 Digital Learning Object Release 2 TFL 0710 Digestive

- After completing “The Gobbliser”, students analyse their own diet to investigate the foods they eat and whether they are healthy or unhealthy. For a homework task, students should keep a diary of their diet for one week. They should then reflect on their diet diary with either a journal entry, a PMI reflecting on positives, minuses and ideas about their diet or use a chart with Howard Gardner’s Six Thinking Hats to reflect on their personal eating habits.
- Students to work in groups of four to explore a Learning Object about a body system. i.e. non-readers paired with strong readers. Appropriate Objects are
  - TLF 719 – Body Parts - Digestion
  - TLF 0722 - Heart,
  - TLF 0729 - Taste and Smell,
  - TLF 021 – Take a Deep Breath (Respiration and Circulation)
  - TLF 0726 - Respiratory,
  - TLF 0742 - Stomach Pains
- After completing one of these Digital Learning Objects, groups to prepare a five minute oral presentation about their body system. This may be completed using recycled material, models, powerpoint presentations, role plays etc (This allows students to build on their learning style preferences.) Go through requirements of the task clearly. (Students to outline the purpose of the system, how it works, what might go wrong and include a labelled diagram of key parts.) Students will need several sessions to research and prepare their presentation.
- Groups present their body systems presentations. Invite classmates to ask questions and make constructive feedback to the group. Ask the class to provide some peer assessment and have them rate the groups presentation on the task requirements. (Purpose of the system, outline of how it works, what might go wrong and labelled diagram of key parts, confident and clear speaking, ability to answer questions.)

- At a class, discuss the kind of information we can collect from our families about diet and choices. Negotiate a series of questions about how the media affects what we eat. From the results, student reflect upon the meaning of their results and suggest ways in which what we eat can be changed. Other factors influencing what we eat, such as cultural factors, ease of not cooking, busy lifestyle, advertising could be discussed. ]
- Mount and laminate a range of print and television advertisements for food. (Ensure there is a mixture of healthy and junk foods) Students to fill in a grid about 5 different advertisements and they messages within them. See [mediamanipulations](#) document. (You may also wish to focus on Persuasive Text as your genre study in English.)
- Get kids to design a print advertisement for a healthy food such as natural yoghurt, milk, fruit etc.
- Journal Writing. How does the media affect dietary choices?
- Guided reading about organic foods, preservatives in food, genetically modified food.
- Class debate about genetically modified foods. Choose 3 children who would like to speak for the affirmative and three for the negative, a chairperson and a timekeeper. As a class, discuss the qualities of a good public speaker and the need to vote fairly based on the persuasiveness of the arguments, not popularity.
- Students to participate in the Global Classroom “Feeding the World”. (This a new Global Classroom Project where the students are working with students in New Zealand about the differences in the food they eat. The project focuses on issues associated with food, e.g. Cultural, environmental, nutritional, needs, marketing and obesity. What do we need to do in order to ensure that we can manage our food requirements effectively so that our choices will have a minimum impact on the environment and maximum impact on our health and well-being.
- How do we keep food fresh? List ways they use at home to keep food fresh. Carry out a science investigation with processed white bread and fresh bread from a bakery. Cover a a slice of each and leave a slice of each uncovered. Ask students to make predictions about what they think will happen to the four slices of bread over the next few days. Get students to complete a simple scientific report about the experiment and draw some conclusions about preservatives and food hygiene. See [scientificreportbook.doc](#) Discuss other health and hygiene issues such as washing hands, keeping some foods such as diary and meat products in the refrigerator.
- In groups using Kahootz, students create an Xpression that displays healthy and unhealthy foods. Students choose two suitable worlds, one displaying healthy foods and the other displaying unhealthy foods then select objects that they can be animated. They can also use imported images to broaden the display. These worlds are to be linked. Hidden in these worlds can be foods that are not appropriate to that world. The students interacting with the Xpression is challenged to locate the inappropriate foods. An alternative task would be to organise groups of four students show factors that influence their food choice. Plan as a group the person to be used to show influences on the food we choose. The audience would be asked to list these influences while viewing. As a class, discuss what would constitute an effective kahootz Xpression and negotiate a list of criteria for assessment purposes.
- Using all the learning during the unit, ask students to develop a healthy lifestyle action plan with at least three goals for improving diet or exercise. Students should be specific about their goals, how they will meet them and how they will evaluate their success..
- Organise a healthy lunch for students to celebrate the end of the unit. As a class, decide the types of foods to bring along. (Take photos of the event and kids can write a recount about the lunch. This could be shared with younger students within the school.)
- Journal entry – Reponse to the essential question. “Are we really what we eat?”
- Ask students to create a mindmap about the essential question, “Are we really what we eat?” drawing on all their learning about the unit.

## Approximate time needed

Approximately one ten week term for at least one hour per day

## Prerequisite skills

- Using the Internet to search for relevant web sites
- Navigating the way around the variety of Digital Learning objects to ensure an understanding of the tasks required.
- An understanding of the Activity Grid and how to present relevant activities
- How to import images from the Internet to add to Kahootz presentations as well as completing activities for Activity grid.
- Familiarity with the following would be beneficial – mindmapping, six thinking hats, scientific report genre, debates, reflective writing and journals, Inspiration/Kidspiration.

## Materials and resources

### Technology – Hardware

( denotes requirement

|                |                                       |                    |                                       |                        |                                       |
|----------------|---------------------------------------|--------------------|---------------------------------------|------------------------|---------------------------------------|
| Camera         |                                       | Printer            | 4                                     | Video Camera           |                                       |
| Computers      | <input checked="" type="checkbox"/> ( | Datashow Projector |                                       | Video Conferencing     |                                       |
| Digital Camera | <input checked="" type="checkbox"/> ( | Scanner            |                                       | Data logging equipment |                                       |
| DVD player     |                                       | Television         | <input checked="" type="checkbox"/> ( | Internet connection    | <input checked="" type="checkbox"/> ( |
| VCR            | <input checked="" type="checkbox"/> ( | Tape recorders     | <input checked="" type="checkbox"/> ( |                        |                                       |

### Technology – Software

( denotes requirement

|                      |                                       |                      |                                       |                     |                                       |
|----------------------|---------------------------------------|----------------------|---------------------------------------|---------------------|---------------------------------------|
| CD-ROMs              | <input checked="" type="checkbox"/> ( | Editing Software     |                                       | WebPage Development | 4                                     |
| Database/Spreadsheet | <input checked="" type="checkbox"/> ( | Internet Web Browser | <input checked="" type="checkbox"/> ( | Word processing     | <input checked="" type="checkbox"/> ( |
| Desktop publishing   |                                       | Multimedia           |                                       | email software      | <input checked="" type="checkbox"/> ( |
| Kahootz              | <input checked="" type="checkbox"/> ( | Animation Software   |                                       |                     |                                       |

## Digital Learning Resources

*Learning Objects*

Release 1 – CAW 0027 *The Gobliser*

Release 2 – TLF 719 – Body Parts - Digestion

TLF 0722 - Heart,

TLF 0729 - Taste and Smell,

TLF 021 – Take a Deep Breath (Respiration and Circulation)

TLF 0726 - Respiratory,

TLF 0742 - Stomach Pains

## Printed materials

*Eight Ways at Once Books 1 and 2* Helen McGrath and Toni Noble, Pearson Education 2005.

## Supplies

Recycled materials such as food catalogues, boxes, containers, magazines, newspapers, print and television advertisements about healthy and non-healthy food, processed white bread and fresh bakery bread. Nutritional information on boxes and packaging, materials for a healthy lunch.

## Internet resources

Global Classroom Projects, [www.sofweb.vic.edu.au/gc](http://www.sofweb.vic.edu.au/gc),

Nutrition café which includes food pyramid, glossary and game  
[www.exhibits.pacsci.org/nutrition/noflash\\_nutrition.html](http://www.exhibits.pacsci.org/nutrition/noflash_nutrition.html)

Information about healthy foods [www.nutritionaustralia.org](http://www.nutritionaustralia.org) -

[www.ais.org.au/nutrition](http://www.ais.org.au/nutrition) - Information

Nestle information about the human body and diet [www.nestle.com.au/ais/goodpartners/body.asp](http://www.nestle.com.au/ais/goodpartners/body.asp)

Kids Health information and games such as Mission Nutrition <http://kidshealth.org/kid/closet/index.html> -

Food pyramid, [www.mypyramid.com](http://www.mypyramid.com) -

Web quest about catering for a 3-night camp. Students expected to work in teams of three.

[www.southmoor.vic.edu.au/Projects/Quests/CateringQuest/Introduction/Introduction.html](http://www.southmoor.vic.edu.au/Projects/Quests/CateringQuest/Introduction/Introduction.html)

A site aimed at students for them to explore to find information, some games.

Information about nutrition, [www.nutritionexplorations.org/kids/main.asp](http://www.nutritionexplorations.org/kids/main.asp) -

Healthy Choices,, [www.healthychoices.org](http://www.healthychoices.org) .

Food for students, [www.foodstudents.org/englisch/foodstudents.html](http://www.foodstudents.org/englisch/foodstudents.html)

## Others

## Accommodations for Differential Learning

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### Students with special needs

- Tasks will be modified to be made more appropriate for students' individual needs. Support provided by teacher, peer support or Integration Aide, if available. CAW 0025 would be suitable if there was assistance. Other Learning Objects would prove engaging but assistance may be needed from Aide or peers.

### English as a Second Language (ESL) students

- Similar as for Students with Special Needs. Work on chosen country could be about the country of native language. Pair with English speaking students

### Gifted Students

- The activity grid provides opportunities for these students to challenge themselves. The number of activities would reflect their ability. After using the Digital Learning objects they could develop a role play in relation to a system of the body to demonstrate for others.
- These students work in groups to develop both Xpressions in Kahootz. They could also be used as peer tutors to assist the less capable students with Kahootz.



## Student Assessment

The Victorian Essential Learning Standards supports a combination of assessment practices:

- assessment of learning (summative)
- assessment for learning (formative)
- assessment as learning (ongoing)

The table below shows a range of assessment criteria, tool and strategies applicable to this unit.

| Victorian Essential Learning Standards | Assessment criteria (examples)  | Evidence  |
|--|---|---|
| Personal Learning                      | Completing the number of activities from the Activity grid as negotiated with individual students. Journal entries<br>Personal goal setting and plan  | The content presented and the reflective journal kept by the students<br>Personal action plan   |
| Interpersonal Learning                 | Peers to give a score out of 10 for the criteria for the body systems oral presentation.  | Peer feedback - scores and critique of group body system oral presentation  |
| Health and Physical Education          | Material presented through Activity Grid, Digital Learning Objects and Kahootz that demonstrates healthy eating   | Teacher assessment rubric for the Kahootz Xpression<br>Kahootz sample<br>Peer assessment on Kahootz Xpression                                 |
| Information Communication Technologies | Observations while students are working towards their goal (number of activities)<br>Ability to decode messages in advertising  | Reflective journal and self assessment about the manner in which they organized their time.   |
| Thinking                               | Ability to reflect on personal learning and set goals for improving personal health   | Grid about media manipulations in advertising.<br>Action plan   |
| Science                                | Ability to draw conclusions, make predictions about experiment.<br>Ability to clearly articulate understanding about body system  | Scientific report about bread experiment.<br>Oral presentation about body system  |
| English                                | Ability to use persuasive text and scientific report genre appropriately.   | Persuasive advertisement for healthy food,<br>Scientific report about bread experiment.   |
| Communications                         | Rubric and criteria about oral presentation for debate and oral presentation.<br>Ability to persuade others using communication strategies<br>Ability to decode messages and media manipulation in advertising effectively. | Oral presentation about body system<br>Debate<br>Persuasive advertisement for healthy food,<br>Grid about media manipulations in advertising. |

## Key Word Search

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Digestive, digestion, circulatory, heart, nutrition, healthy and unhealthy foods, food pyramid, preserving, obesity, environmental, cultural, influences, hygiene, reflection, marketing, media, manipulation, nutrition, diet

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## HEALTH AND WELLBEING – NUTRITION

|                           | <b>Remember</b>                | <b>Understand</b>                               | <b>Apply</b>                   | <b>Analyse</b>              | <b>Evaluate</b>          | <b>Create</b>                                   |
|---------------------------|--------------------------------|---|--------------------------------|-----------------------------|--------------------------|---|
| <b>WORD</b>               | Lightning Writing              | Acrostic facts                                  | Definitive Definitions         | Advocate Grizzles           | Report Card              | Newspapers                                      |
| <b>LOGIC &amp; MATHS</b>  | Researcher                     | Curiosity                                       | Class Statistics               | Classifier PACE             | Ranking and Ratings      | POSTER  |
| <b>SPACE &amp; VISION</b> | Draw What You Know             | Bingo Graphic Organiser                         | Artist                         | Calligrapher                |                          | Brain & Recreate Create-A                       |
| <b>BODY</b>               | Movers and Shakers             | Body Flow Chart Builder                         | Hand Hopper                    |                             |                          | Sculptor  |
| <b>MUSIC</b>              | Sing What You Know Song Hunter | Musical Fun and Games                           | Music Maker Rapper             |                             |                          | Sound Off                                       |
| <b>PEOPLE</b>             | People Hunt Round Table        | Four Corners My Star Diary Date                 | Jigsaw Teaching Culture Hunter | Multiply and merge Memorise | Road tester Ranking Line | Problem Based Learning Advertise Groups of Four |
| <b>SELF</b>               | Auto biographer Commonalities  | Class Listening Triangles Class Recommendations | Goal Setter                    | Reflector Skills Matrix     | Self Assessor            |   |

Highlighted Activities are for Whole Class. These activities are drawn from the reference “*Eight Ways At Once*” by Helen McGrath and Toni Noble

