

# ACTIVE AND HEALTHY

<b>Stage: ES1</b>	<b>Unit Duration: 8 Lessons</b>	<b>Weeks 1 2 3 4 5 6 7 8</b>	<b>Terms 1 2 3 4</b>
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<p><b>Enduring Understandings</b></p> <p>E.1 We must keep our bodies active, healthy and safe.</p> <p>E.2 We need to know how to make good choices.</p> <p>E.3 We appreciate and respect our bodies and those of others.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is a balanced lifestyle?</li> <li>• How can rest, relaxation, physical activity and healthy eating produce a balanced lifestyle?</li> </ul>
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<p><b>Major Outcomes</b></p> <p><i>Knowledge and Understanding</i></p> <p><b>ALES1.6</b> Develops a repertoire of physical activities in which they can participate</p> <p><i>Skills</i></p> <p><b>DMES1.2</b> Identifies some options available when making simple decisions</p> <p><i>Values and Attitudes</i></p> <p><b>V4</b> Increasingly accepts responsibility for personal and community health</p>	<p><b>Lesson Overview</b></p> <ol style="list-style-type: none"> <li>1. How can I care for my body? (E.1,E.3)</li> <li>2. What are my basic needs? (E.1)</li> <li>3. What are my favourite activities? (E.1)</li> <li>4. Why is healthy food and rest important to me? (E.1,E.2)</li> <li>5. How can I be physically active? (E.3)</li> <li>6. What effects does exercise have on my body? (E.1)</li> <li>7. What is healthy food and a balanced diet? (E.1,E.2)</li> <li>8. How can I keep safe in the sun? (E.1,E.2)</li> </ol>
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<p><b>Contributing Outcomes</b></p> <p><i>Knowledge and Understandings</i></p> <p><b>GDES1.9</b> Identifies how people grow and change</p> <p><b>PHES1.12</b> Displays basic positive health practices</p> <p><i>Skills</i></p> <p><b>COES1.1</b> Expresses feelings, needs and wants in appropriate ways</p> <p><b>INES1.3</b> Relates well to others in work and play situations</p> <p><i>Values and Attitudes</i></p> <p><b>V1</b> refers to a sense of their own worth and dignity</p> <p><b>V5</b> Willingly participates in regular physical activity</p>	<p><b>KidsMatter SEL Focus:</b></p> <p><b>Major:</b> Responsible Decision Making - Assuming personal Responsibility, Responsible Decision Making - Problem-Solving, Self-Management - Goal setting</p> <p><b>Minor:</b> Responsible Decision Making - Problem-Solving;</p>
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**Catholic Dimension/Towards Wholeness (TW) (Also refer to overview of TW for this unit)**

**Growth and Development**

God has created each of us to grow into the fullness of life. We are made in God's image and therefore, we are of inherent dignity and worth. Our sexuality is an intrinsic part of ourselves, to be celebrated and expressed with joy and responsibility, according to God's plan. Each person grows and changes, passing through stages on a journey towards full maturity. God is with us on this journey, reassuring and challenging. We are never alone.

**Active Lifestyle**

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.

### **Personal Health Choices**

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.

### **Foundation Statement**

Students make simple decisions in relation to health and safety and identify medicines and how to store them. They describe balanced eating habits and healthy personal habits as well as safe and unsafe situations at home, on and near roads, travelling to and from school and near water. Students identify people who can help and describe actions such as 'no, go, tell' that might be taken in unsafe situations.

Students identify personal characteristics and qualities, and physical changes that have occurred since birth and identify different parts of the body. With self-control, students express feelings and develop positive relationships. They interact and communicate with peers in a variety of play and group situations, listening, sharing and showing concern when working with others.

### **Suggested Correlation With Other KLAS**

#### ***English***

- Narrative (concept development)
- Personal Response
- Factual Description
- Exposition

#### ***Mathematics***

- Data Representation
- Time

#### ***Science and Technology***

- Living Things
- Products and Services
  - Investigating Foods
  - Design and Make a Healthy ...

#### ***HSIE***

- Social Systems and Structures
- Meeting Needs

### **Technology**

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.

[http://www.ngfl-cymru.org.uk/vtc/healthy\\_eating/eng/Introduction/default.htm](http://www.ngfl-cymru.org.uk/vtc/healthy_eating/eng/Introduction/default.htm)

<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>

<http://www.healthmarkmultimedia.com/sunsafer/>

<p><b>Subject Matter</b>  <u><b>Active Lifestyle</b></u>  <b>Components of an Active Lifestyle</b></p> <ul style="list-style-type: none"> <li>• Concept of being physically active</li> <li>• Importance of a balanced lifestyle <ul style="list-style-type: none"> <li>- rest, relaxation</li> <li>- active and passive pursuits</li> <li>- nutrition</li> </ul> </li> <li>• Regular participation in activity</li> </ul> <p><b>Ways to be Active</b></p> <ul style="list-style-type: none"> <li>• Developing skills for participation in basic games and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Participating in active recreational pastimes</li> <li>• Feelings about being active before, during and after participation</li> <li>• Benefits of participation</li> <li>• Nominating favourite activities</li> </ul> <p><u><b>Growth and Development</b></u>  <b>The Body</b></p> <ul style="list-style-type: none"> <li>• Basic needs <ul style="list-style-type: none"> <li>- shelter, clothing, food</li> </ul> </li> <li>• Looking after the body</li> </ul>	<p><u><b>Personal Health Choices</b></u>  <b>Making Decisions</b></p> <ul style="list-style-type: none"> <li>• Awareness of choices</li> <li>• Making choices</li> </ul> <p><b>Nutrition</b></p> <ul style="list-style-type: none"> <li>• Balanced eating habits</li> <li>• Food choices for good health</li> </ul> <p><b>Preventative Measures</b></p> <ul style="list-style-type: none"> <li>• Sun protection</li> <li>• Care of the body <ul style="list-style-type: none"> <li>- toileting/washing</li> <li>- clothing</li> <li>- dental care</li> <li>- ear care</li> <li>- hair care</li> </ul> </li> </ul>
<p><b>Unit Evaluation</b>  Sample teacher and student unit evaluations are included at the end of the unit.</p>	<p><b>Assessment</b>  Assessment strategies are included throughout the unit.</p>	

# An Overview of Towards Wholeness (TW) in the PDH Unit

## Active and Healthy -Early Stage 1

### Key God's Word:

Any life decision needs to be characterised by service, love, compassion and equality. (Ti 1:8; Jn 2:1-12; Lk 15; Mk 9:33-37)

Our decisions have consequences that often rebound on ourselves and others. See, for example, the Parable of the Sower. (Mt 13:18-23)

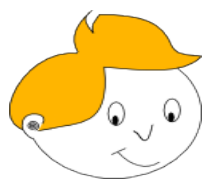
We should see ourselves as co-workers with God. 'For we are God's servants, working together; you are God's field, God's building.' (1 Cor 3:9)

Enduring Understandings	Beliefs and Values	Lesson Overview/Links
<p>E.1 We must keep our bodies active, healthy and safe.</p>	<ul style="list-style-type: none"> <li>• We have a duty to care for our whole selves, that is, our mental, social, physical, cultural and spiritual selves. TW p.17</li> <li>• We are called to live life to the full. TW p.17</li> <li>• God loves us and delights in our enjoyment of His gift of life. TW p.17</li> <li>• We appreciate and respect our bodies and those of others. TW p.35</li> <li>• Our responsibility towards our gift of life is to make lifestyle choices that ensure health and well-being. TW p.35</li> </ul>	<ol style="list-style-type: none"> <li>1. How can I care for my body?</li> <li>2. What are my basic needs?</li> <li>3. What are my favourite activities?</li> <li>4. Why is healthy food and rest important to me?</li> <li>6. What effects does exercise have on my body?</li> <li>7. What is healthy food and a balanced diet?</li> </ol>
<p>E.2 We need to know how to make good choices.</p>	<ul style="list-style-type: none"> <li>• We have a duty to care for our whole selves, that is, our mental, social, physical, cultural and spiritual selves. TW p.17</li> <li>• Our responsibility towards our gift of life is to make lifestyle choices that ensure health and well-being. TW p.35</li> <li>• We have a responsibility to promote our health by making wise decisions. TW p.38</li> </ul>	<ol style="list-style-type: none"> <li>4. Why is healthy food and rest important to me?</li> <li>7. What is healthy food and a balanced diet?</li> <li>8. How do I keep safe in the sun?</li> </ol>
<p>E.3 We appreciate and respect our bodies and those of others.</p>	<ul style="list-style-type: none"> <li>• We have a duty to care for our whole selves, that is, our mental, social, physical, cultural and spiritual selves. TW p.17</li> <li>• Life is a sacred gift from God. TW p.35</li> </ul>	<ol style="list-style-type: none"> <li>1. How can I care for my body?</li> <li>5. How can I be physically active?</li> </ol>

	<ul style="list-style-type: none"><li>• We follow Jesus' word by loving others and ourselves. TW p.35</li><li>• We appreciate and respect our bodies and those of others. TW p.35</li><li>• Our responsibility towards our gift of life is to make lifestyle choices that ensure health and well-being. TW p.35</li></ul>	
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## Lesson 1 How can I care for my body?

Enduring Understandings	Outcomes	Indicators
<p>E.1 We must keep our bodies active, healthy and safe.</p> <p>E.3 We appreciate and respect our bodies and those of others.</p>	<p>PHE1.12 Displays basic positive health practices</p> <p>GDES1.9 Identifies how people grow and change</p> <p>COES1.1 Expresses feelings, needs and wants in appropriate ways</p> <p>V1 Refers to a sense of their own worth and dignity</p>	<ul style="list-style-type: none"> <li>• Identifies good hygiene practices</li> <li>• Labels external body parts and names their functions</li> <li>• Plays simple response games</li> <li>• Appreciates that their physical, social, emotional and intellectual development is unique</li> </ul>
<p><b>KidsMatter SEL Focus: Major - Responsible Decision Making - Assuming personal Responsibility</b></p>		
<p><b>Suggested Learning Experiences</b></p> <p>Students sing 'If you're happy and you know it - clap your hands, stamp your feet, nod your head, shout hooray' or play 'Hokey Pokey', 'Doctor Nickerbocker', or 'Nicky, Nocky, Nacky, Noo'. As a class they discuss the different parts of the body mentioned in the songs. Students brainstorm what other body parts they know.</p> <p>In small groups, one student lies down on large butcher's paper and is traced. Using the My Body Parts words, the groups cut them up and place them on the correct body part. Teacher makes flashcards of different parts of the body, eg hands, ears, hair, teeth, feet. Students describe how they would take care of each of these body parts. Students draw or write the care needed for each body part on their Looking After My Body activity sheet.</p> <ul style="list-style-type: none"> <li>▪ Brushing hair</li> <li>▪ Cleaning teeth</li> <li>▪ Using tissues for wiping nose</li> <li>▪ Washing hands</li> <li>▪ Wearing shoes on feet</li> </ul> <p>Teacher discusses other ways to keep our bodies healthy - eating nutritious food, only taking required medication and not other drugs (Drug Education).</p> <p><b>TW: Bring students to the understanding that we are all God's children and made in the image of God and therefore we have a duty to care for our whole selves, that is, our mental, social, physical, cultural and spiritual selves.</b></p> <p>Students sing 'If you're happy and you know it - brush your hair, clean your teeth, wash your hands, wear shoes, use tissues'. Students perform appropriate actions to each verse of the song.</p>		
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <i>My Body Parts</i> Activity</li> <li>• Flash cards of body parts</li> <li>• <i>Looking After My Body</i> Activity</li> </ul>	<p><b>Assessment</b></p> <p>Student work sample of <i>Looking After My Body</i> Activity</p>	



# My Body Parts







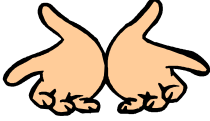
<b>eyes</b>	<b>ears</b>	<b>nose</b>
<b>mouth</b>	<b>arm</b>	<b>leg</b>
<b>head</b>	<b>hand</b>	<b>chest</b>

# Looking After My Body



Draw or write how you look after these body parts

Catholic Value/Belief: God Made Me and Every Part is Good!





 <p>Hair</p>	
 <p>Nose</p>	
 <p>Feet</p>	
 <p>Teeth</p>	
 <p>Hands</p>	



## Lesson 2 What are my basic needs?

Enduring Understandings	Outcomes	Indicators
<p>E.1 We must keep our bodies active, healthy and safe.</p>	<p>GDES1.9 Identifies how people grow and change</p> <p>DMES1.2 Identifies some options available when making simple decisions</p> <p>V1 Refers to a sense of their own worth and dignity</p>	<ul style="list-style-type: none"> <li>• Lists basic human needs, eg clothing, shelter, food, love</li> <li>• Identifies how they can meet their basic needs</li> <li>• Appreciates that their physical, social, emotional and intellectual development is unique</li> </ul>
<p><b>Suggested Learning Experiences</b></p> <p>Teacher asks students to tell the story of 'Goldilocks and the Three Bears'. Teacher begins the story and selects various students to continue the story. Teacher introduces the concepts of basic needs.</p> <ul style="list-style-type: none"> <li>• Need to belong - developing relationships with others and having the opportunity to love, share and cooperate</li> <li>• Need for power - achieving, accomplishing and being recognised</li> <li>• Freedom - making choices</li> <li>• Fun - laughing and playing</li> <li>• Survival - food and shelter</li> </ul> <p>Students brainstorm the things that the Bears and Goldilocks needed to keep them healthy and to meet their basic needs - food (porridge), comfortable bed, shelter, love, family/friends.</p> <p><b>TW: Bring students to the understanding that to stay healthy, we must look after our mind, our body and our feelings/emotions. Students brainstorm things that they need to stay healthy and teacher lists these on the board.</b></p> <p>Teacher reinforces the concepts of basic needs - belonging, power, freedom and fun. When discussing concepts of belonging, include reference to belonging to God's family, Parish family, school family.</p> <p>Students complete the <i>My Basic Needs</i> Activity and draw a picture for how their needs can be met, eg power - being a good reader or player of the week; love - belonging to a loving family; fun - playing at the park, soccer, netball; freedom - volunteering to do a job/errand.</p>		
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Goldilocks Big Book</li> <li>• <i>My Basic Needs</i> Activity</li> </ul>	<p><b>Assessment</b></p> <p>Teacher observation of student participation in brainstorm Activity - <i>Things That I Need To Keep Me Healthy</i></p>	

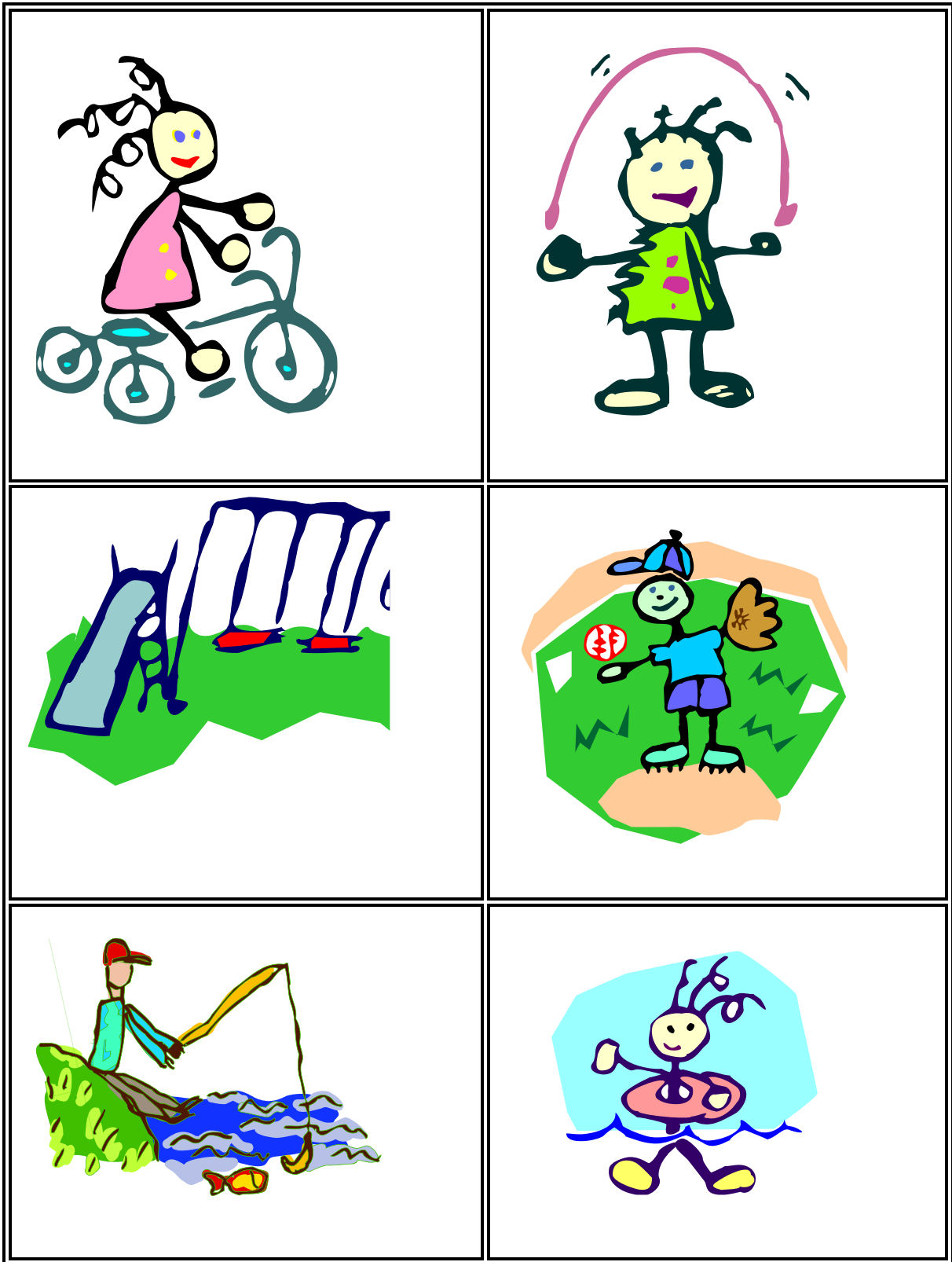
# My Basic Needs

Love 	Power 
Freedom 	Fun 
Survival	

## Lesson 3 What are my favourite activities?

Enduring Understandings	Outcomes	Indicators
E.1 We must keep our bodies active, healthy and safe.	<p>ALES1.6 Develops a repertoire of physical activities in which they can participate</p> <p>COES1.1 Expresses feelings, needs and wants in appropriate ways</p> <p>V5 Willingly participates in regular physical activity</p>	<ul style="list-style-type: none"> <li>• Makes a personal list of preferred activities</li> <li>• Interviews parents and identifies physical activities enjoyed by the family</li> <li>• Values the importance of physical activity to personal health</li> </ul>
<b>KidsMatter SEL Focus: Major - Responsible Decision Making - Problem-Solving</b>		
<b>Suggested Learning Experiences</b>		
<p>In small groups, students are provided with a set of the Physical Activity picture cards. These cards have pictures of activities such as walking the dog, riding a bike, skipping, throwing a ball, playing a game, sitting at a computer, flying a kite, reading a book, listening to music. In their groups, students play a game of SNAP with the picture cards.</p>		
<p><b>TW: When we participate in our favourite activities and have fun, we are living life the way God wanted us to. In their small groups, students tell each other what are their favourite activities, using the picture cards as stimulus. (You may like to link to weekly news.)</b></p>		
<p>Divide class into gender groups. The girls and boys make a list of the toys/games and activities that they enjoy. Class comes back together to discuss the lists and possible reasons for the choices that are on there.</p>		
<p>Teacher discusses the concept of being active, eg using energy, breathing faster, using our big muscles.</p>		
<p>Students classify their picture cards into two groups - those that require lots of energy (active) and those that don't (passive). Teacher may introduce the words active and passive to the students depending on their ability level.</p>		
<p>For each favourite activity card selected by students, the group must identify a safety rule associated with the activity, eg riding a bike - wear a helmet. <b>(Road Safety).</b></p>		
<b>AT HOME</b>		
<p>Students interview their parents/carers about what their favourite physical activities are and present this in a drawing using the <i>Physical Activities Enjoyed by My Family</i> Activity.</p>		
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Several sets of the <i>Physical Activity Picture Cards</i></li> <li>• <i>Physical Activities Enjoyed by My Family</i> Activity</li> </ul>	<p><b>Assessment</b></p> <p>Teacher observation of students' classifying activities as active or passive</p>	

# Physical Activity Picture Cards





## PHYSICAL ACTIVITIES ENJOYED BY MY FAMILY



### MY FAMILY LIKES TO:


### I LIKE TO:


*Towards Wholeness K-6: "We are called to live life to the full"*

## Lesson 4 Why is healthy food and rest important to me?

Enduring Understandings	Outcomes	Indicators
E.1 We must keep our bodies active, healthy and safe.  E.2 We need to know how to make good choices.	ALES1.6 Develops a repertoire of physical activities in which they can participate  DMES1.2 Identifies some options available when making simple decisions  V4 Increasingly accepts responsibility for personal and community health	<ul style="list-style-type: none"> <li>• Describes the things they do to refuel the body, eg rest, relaxation, nutrition</li> <li>• Identifies why rest and healthy eating is important to health</li> <li>• Values the need to pursue a healthy lifestyle</li> </ul>

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

#### Suggested Learning Experiences

Students watch a wind-up toy slowly lose power and stop. Teacher uses this as an analogy for needing rest and sleep.

- Why did the toy stop?
- What did it need to keep going?
- What would happen to us if we didn't rest and sleep?

Students identify the time that they usually go to bed each night. Teacher records these times on the board and students put hands up to signify if that is their bedtime. Teacher records the tally for each bedtime.

On a cardboard cut out of a clock, teacher draws the hands of the clock to show their bedtime. Class prepares a picture graph of 'Our Bedtime'. Teacher explains that sleep is only one way to refuel our body. Students suggest other ways to refuel the body, such as relaxation, rest, physical activity, good eating habits.

Teacher questions students in relation to times when they might need to go to bed earlier or later, eg when sick, going out with carers, special occasions.

**TW:** "Any life decision needs to be characterised by service, love, compassion and equality. (Ti 1:8; Jn 2:1-12; Lk 15; Mk 9:33-37)" - Link above activity to good decision making and how as God's children we need to care for our selves. Life is a sacred gift from God and we need to treat it responsibly.

As a class discuss why is it important to get enough rest and healthy food - eg to keep healthy and not get sick, to have energy to do things, to minimise injury (if you are tired you are more likely to injure yourself) etc. Optional: discuss healthy food choices including foods from children's cultural backgrounds within the class

**TW:** Teacher explains to the class that we have a duty of care for our whole selves, that is, our minds, bodies and our feelings and emotions. Explain that caring for our whole self also includes nurturing our relationship with God. We can do this by praying, spending time with God and talking and listening to God.

Lead the students in a guided meditation as an example of how prayer can help to develop their spiritual and physical health.

<b>Resources</b> <ul style="list-style-type: none"><li>• Wind-up toy</li><li>• Teacher-prepared cut-out cardboard clock faces</li><li>• Textas</li><li>• Guided meditation script</li></ul>	<b>Assessment</b> <p>Teacher observation of student participation in discussion regarding bedtimes</p>
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## Lesson 5 How can I be physically active?

Enduring Understandings	Outcomes	Indicators
E.3 We appreciate and respect our bodies and those of others.	<p>ALES1.6 Develops a repertoire of physical activities in which they can participate</p> <p>INES1.3 Relates well to others in work and play situations</p> <p>V5 Willingly participates in regular physical activity</p>	<ul style="list-style-type: none"> <li>• Takes part in different types of physical activity</li> <li>• Learns to share equipment, material and workspace</li> <li>• Enjoys regular participation in worthwhile physical activity</li> </ul>
<p><b>KidsMatter SEL Focus:</b> Major - Self-Management - Goal setting; Minor - Responsible Decision Making - Problem-Solving;</p>		
<p><b>Suggested Learning Experiences</b></p> <p>Students play a game of Ship's Captain. Teacher calls out instructions and students mime these actions - climb the ropes (climbing action), captain's coming (salute), scrub the deck (scrubbing action on hands and knees), hit the deck (lie down on the floor), run to the ship (run in any direction). Emphasise safety. Discuss what they needed to do to play safely, eg watch out for others, share an area.</p> <p>Teacher plays 'Clumps' with students. Define a rectangular area with marker cones. Students are in free space within the boundaries of the markers. Teacher calls out an action (hopping, skipping, jumping, galloping, jog, funny or animal walks) and students perform these actions. The teacher then calls STOP and a number, eg 3. Students must form a group of 3 people and sit on the ground. Any student who is left over has lost 1 chance. Everyone has 3 chances. Repeat the game several times.</p> <p>Discuss how they played together, had fun, and kept safe.</p> <p><b>TW:</b> Students return to classroom and teacher displays magazine cut-outs of physically active people. Students brainstorm why participation in regular physical activity is necessary - fun, be with friends, good for your body, learn new skills. Revise with the students that regular participation in physical activity and having fun, is living life as God wants us to. Students complete the <i>Physical Activity is Fun Activity</i>.</p> <p>"God loves us and delights in our enjoyment of His gift of life". God created us all and, as a loving God, he takes delight in us leading a happy and fulfilling lifestyle. He wants us to enjoy all the opportunities and gifts that he has given us.</p> <p>Students complete the Physical Activity is Fun (Activity Sheet)</p>		
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Marker cones</li> <li>• Magazine cut-outs of people being physically active</li> <li>• <i>Physical Activity is Fun Activity</i></li> </ul>	<p><b>Assessment</b></p> <p>Portfolio task Student work sample of <i>Physical Activity is Fun Activity</i></p>	



## Lesson 5 – Physical Activity is Fun

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

Outcomes	Indicators	Working Towards	Achieved with support	Achieved
ALES1.6 Develops a repertoire of physical activities in which they can participate.	Takes part in different types of physical activity			
PHE1.12 Displays basic positive health practices.	Identifies environmental factors that impact on health eg: healthy eating, sun sense and good hygiene practices			
<p>Teacher brainstorms why participation in regular activity is necessary - fun, be with friends, good for your body, learn new skills. Teacher leads discussion about positive health choices. Students complete the <i>Physical Activity is Fun</i> Activity.</p>				



## Lesson 5 Physical Activity is Fun



Student: \_\_\_\_\_

Draw two physical activities that you like to do.

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Draw or write about why you like to be physically active.

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Other things that keep me healthy are:

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*Towards Wholeness K-6: "God loves us and delights in our enjoyment of His gift of life"*

## Lesson 6 What effect does exercise have on my body?

Enduring Understandings	Outcomes	Indicators
<p>E.1 We must keep our bodies active, healthy and safe.</p>	<p>ALES1.6 Develops a repertoire of physical activities in which they can participate</p> <p>INES1.3 Relates well to others in work and play situations</p> <p>V5 Willingly participates in regular physical activity</p>	<ul style="list-style-type: none"> <li>• Explains how physical activities affect the body - hot, sweaty, puffed</li> <li>• Learns to share equipment, material and workspace</li> <li>• Values the importance of physical activity to personal health</li> </ul>
<p><b>Suggested Learning Experiences</b></p> <p>Teacher asks students to use cardboard cylinders to listen to the heartbeat of others. Students are asked to describe the sound they hear. Students are asked to identify what their heart does (acts like a pump to make blood go around the body).</p> <p>Students play a game of tag or bullrush outside the classroom and listen to their partner's heartbeat again. Students describe the changes to the sound they hear - faster, stronger. Teacher explains how the heart's beating sound makes the blood pump around the body.</p> <p>Students identify what other changes occur with exercise - hot, sweaty (wet skin), puffed, thirsty, tired, red face.</p> <p><b>TW:</b> Explain to the students that our life is a gift from God and that we are responsible for looking after it. To do this we need to make healthy choices. As a class identify choices people sometimes make that could reduce the positive effects of exercise, eg. smoking, fatty diet, overweight, not enough fruit and vegetables.</p> <p>Students complete the <i>Effects of Exercise Activity</i> by cutting out pictures from magazines which show the effects of exercise.</p>		
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <i>Effects of Exercise Activity</i></li> <li>• Magazines</li> <li>• Empty toilet rolls</li> </ul>		<p><b>Assessment</b></p> <p>Student responses to <i>Effects of Exercise Activity</i></p>

# Effects of Exercise

Draw a picture (or use magazines) to match the label.

<p>I get a red face</p>	<p>My heart beats faster</p>	<p>I get thirsty</p>
<p>My skin gets hot and sweaty</p>	<p>My breathing changes</p>	<p>My muscles get tired</p>

## Lesson 7 What is healthy food and a balanced diet?

Enduring Understandings	Outcomes	Indicators
<p>E.1 We must keep our bodies active, healthy and safe.</p> <p>E.2 We need to know how to make good choices.</p>	<p>PHE1.12 Displays basic positive health practices</p> <p>DMES1.2 Identifies some options available when making simple decisions</p> <p>V4 Increasingly accepts responsibility for personal and community health</p>	<ul style="list-style-type: none"> <li>• Talks about different foods that keep them healthy</li> <li>• Classifies foods as healthy for you, not healthy for you</li> <li>• Identifies a range of foods and groups them according to their sources eg. vegetable, meat, dairy, fruit</li> <li>• Values their health and safety and that of others</li> </ul>
<p><b>KidsMatter SEL Focus: Minor - Responsible Decision Making - Problem-Solving</b></p>		
<p><b>Suggested Learning Experiences</b></p> <p>Teacher discusses the need for students to eat a variety of foods each day.</p> <p>Teacher displays pictures of a variety of foods - carrot, apple, cheese, sandwich meat, breads, pasta, rice, cake, ice-cream, butter, meat, potatoes, tomatoes.</p> <p>Using two brown paper bags with labels 'healthy'☺ and 'unhealthy'☹, students classify the pictures of foods, by placing them into the appropriate bag.</p> <p><b>TW:</b> Revise the belief that our life is a gift from God and that we are responsible for looking after it by making good lifestyle choices. Students brainstorm the types of foods they regularly eat for lunch. Teacher records these ideas on the board.</p> <p>Teacher discusses the need to eat a variety of foods to keep healthy, not just our favourites.</p> <p>Sing and Learn the song 'Watermelon' Justine Clark (ABC "I love to Sing" CD)</p> <p><b>AT HOME</b> Make or eat a healthy lunch.</p>		
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Teacher-prepared pictures of foods</li> <li>• Brown paper bags</li> <li>• Craft materials</li> </ul>	<p><b>Assessment</b></p> <p>Student work sample of healthy sandwich</p>	

## Lesson 8 How do I keep safe in the sun?

Enduring Understandings	Outcomes	Indicators
<p>E.1 We must keep our bodies active, healthy and safe.</p> <p>E.2 We need to know how to make good choices.</p>	<p>PHES1.12 Displays basic positive health practices</p> <p>DMES1.2 Identifies some options available when making simple decisions</p> <p>V4 Increasingly accepts responsibility for personal and community health</p>	<ul style="list-style-type: none"> <li>• Talks about environmental factors that impact on health, eg. play in the shade</li> <li>• Observes rules and procedures that keep them safe, eg. wear a hat</li> <li>• Values the need to pursue a healthy lifestyle</li> </ul>
<p><b>Suggested Learning Experiences</b></p> <p>Teacher displays a hat, T-shirt, sunscreen and a pair of sunglasses and discusses their relationship to sun safety.</p> <ul style="list-style-type: none"> <li>• When do we need these?</li> <li>• Why do we need to wear them? (You may include the 'No Hat No Play' rule)</li> </ul> <p>Students discuss:</p> <ul style="list-style-type: none"> <li>• Why is shade important?</li> <li>• What items could we use to make shade? (tree, umbrella, shade shelter)</li> <li>•</li> </ul> <p>Students put on their sun hats and as a class walk around the playground and identify sunny and shady places. Students return to class and identify on an outline of the playground the sunny (draw a sun) and shady (draw a cloud) areas. As a class, discuss how and why these places might change during the day - from morning to afternoon.</p> <p>Students draw pictures of sun safe practices (slip, slop, slap, wrap) such as wearing a hat, T shirt, sunglasses, sitting in the shade, using sunscreen.</p> <p><b>TW:</b> Teacher collates these drawings to form a class mural titled <i>Safety in the Sun</i>- Link to the belief that our life is a gift from God and that we are responsible for looking after it by making good lifestyle choices that ensure health and well-being.</p>		
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Hat</li> <li>• Sunscreen</li> <li>• T-shirt</li> <li>• Sunglasses</li> <li>• Outline of playground area</li> <li>• Drawing paper and pencils</li> <li>• Banner - <i>Safety in the Sun</i></li> </ul>	<p><b>Assessment</b></p> <p>Teacher observation of student contribution to discussion</p>	

## TEACHER REFLECTION - UNIT EVALUATION

	Poor	Unsatisfactory	Satisfactory	Good
<b>A. EVIDENCE</b>				
<b>To what extent does the assessment evidence provide:</b>				
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>B. LEARNING EXPERIENCES AND INSTRUCTION</b>				
<b>To what extent did students:</b>				
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**

**1. What did students learn? (What knowledge and skills did they learn to deepen their understanding of the outcomes/big ideas of the unit?)**

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**2. How do you know what they learnt? (What evidence do you have to support your judgement?)**

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**3. What would you refine to improve student learning outcomes?**

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# Student Unit Reflection

## Early Stage 1

Student Name: \_\_\_\_\_ Class: \_\_\_\_\_

Unit/Topic: \_\_\_\_\_

My teacher is helping me to learn how to keep myself happy, healthy and safe, and will help me write down the important things to remember from the work we have just completed.

 <p>One of the things I enjoyed learning about was....</p>	 <p>One thing I would change is....</p>
 <p>One thing I enjoyed sharing with my family at home was....</p>	<p>What things from this unit would I like to learn more about?</p>
<p>The rating I give myself for how hard I worked in this unit is...</p> <div style="display: flex; justify-content: space-around; align-items: center;"></div>	