



Curriculum Level 2 Unit Plan

Food for Fuel

An inquiry-based unit plan that aims to investigate the foods that provide the best type of 'fuel' for our bodies using athletes as role models. This unit provides links to reading, writing and mathematics standards and Te Reo.



Level 2: Food for Fuel

Lesson Overview

From Unit Plan

Lesson 1: Introduction/Hauora concept.....	8
<u>Resources:</u>	
<ul style="list-style-type: none"> • Resource 1 – Happy and healthy • Information sheet 1 – Hauora diagram • Te wā kai (Lunchtime) http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Reomations/Te-wa-kai-Lunchtime 	
Lesson 2-3: What is the right fuel for our bodies?.....	10
<u>Resources:</u>	
<ul style="list-style-type: none"> • Lunch order forms • A4 paper – 1 per group • Information sheet 2- Overview of different types of foods • Resource 2 – Enlarge numbers and place in a continuum on the floor • Resource 3 – Pictures of different types of foods • Resource 14 – Group work • Resource 15 – Healthy Heart Visual Food Guide • A3 sheet with five columns – 1 for each group 	
<u>Posters/booklets:</u>	
<ul style="list-style-type: none"> • Mix and Match Healthy Snack and Meal ideas poster on: http://s3-ap-southeast-2.amazonaws.com/hfweb-fuelled-for-life/uploads/resources/mix--match.pdf 	
Lesson 3-4: How do our lunchboxes stack up?.....	12
<u>Resources:</u>	
<ul style="list-style-type: none"> • Information sheet 3 - Reading food labels • Lunchbox examples from Lesson 2 • Resource 2- Enlarge Numbers • The Heart Foundation Healthy Lunch poster is available for use as a classroom/homework task or display item for use throughout the unit. Refer Resources. 	
Lesson 4-5: What is in an athlete's lunchbox?.....	14
<u>Resources:</u>	
<ul style="list-style-type: none"> • Resource 4 – What's in an athlete's lunchbox? Copy one athlete lunchbox for each group. • Resource 5 – Athlete lunchbox analysis (Copy all three pages for each group) • Lunchbox examples from Lesson 2 	
Lesson 5-6: Problem/essential question.....	15
<u>Resources:</u>	
<ul style="list-style-type: none"> • Information Sheet 4- Bus Stop Question - A3 paper for each question - 7 sheets). Questions to be written at the top of each page. Sheet 1 has question 1, sheet 2 has question 2 etc. 	
Lesson 7: Creating a classroom pantry/fridge.....	16
<u>Resources:</u>	

<ul style="list-style-type: none"> • Resource 6 – enlarge and copy one fridge and one pantry (Teachers may choose to draw their own) • Resource 6 – Fridge template per pair/group • Resource 7 – A-Z of healthy foods • Resource 15 – Healthy Heart Visual Food Guide 	18
Lesson 8: Designing a survey.....	18
<u>Resources:</u>	
<ul style="list-style-type: none"> • Information sheet 5 -Survey questions and Introductions • Resource 8 – Survey Template (one copy for each group) • Folder for each group to collate information 	19
Lesson 9: Plan of Action.....	19
<u>Resources:</u>	
<ul style="list-style-type: none"> • Resource 9 – Plan of Action - one copy for each group • Information sheet 6 – Plan of Action example • Data gathering folder for each group 	21
Lesson 10: Data Gathering - surveys.....	21
<u>Resources:</u>	
<ul style="list-style-type: none"> • Ensure each group has rechecked time and date with individuals they are surveying and teachers • Resource 8 -10 surveys copied for each group 	22
Lesson 11: Analysis/Reporting.....	22
<u>Resources:</u>	
<ul style="list-style-type: none"> • Resource 10 – Tally chart template. 1 for each group (or individual) • Use of computers to graph information or graphing paper • Resource 11 – Report template guideline (Teachers may choose to use their own format) 1 copy for each individual (books/lined paper may be preferred to write on). 	24
Lesson 12: Sharing our information/conclusions	24
<u>Resources:</u>	
<ul style="list-style-type: none"> • Ensure group survey information is completed and copied onto large pieces of • Butcher paper/ onto a powerpoint slide for viewing/display • Data projector and wall/screen 	25
Lesson 13: Action 1 – Designing a lunchbox.....	25
<u>Resources:</u>	
<ul style="list-style-type: none"> • Resource 12 – Lunchbox design 1 copy for each group (2 templates per page). 	26
Lesson 14-15: Action 2 – Presentation Plans.....	26
<u>Resources:</u>	
<ul style="list-style-type: none"> • Group lunchbox designs to be displayed in classroom • Resource 13 – Presentation Plan template one copy to each group (enlarge as required) • Information sheet 7 – Presentation Plan example 	28
Lesson 16: Group reflection/evaluation.....	28
<u>Resources:</u>	
<ul style="list-style-type: none"> • Evaluation data to be gathered (if possible typed up on one sheet under question headings) 	

Purpose: To investigate the foods that provide the best type of 'fuel' for our bodies			
Curriculum Level 2			
Curriculum Areas Incorporated		Achievement Objectives <i>Relevant to the activity, including possible links</i>	Specific Learning Outcomes. Students will be able to:
Health and Physical Education	Health	<p>Personal Health and Physical development <i>Personal growth and development</i> Students to describe their stages of growth and development needs and demonstrate increasing responsibility for self-care.</p>	<ul style="list-style-type: none"> • Recognise the importance of food as fuel for both students and athletes (HP SLO 1) • Apply knowledge of the different types of foods in comparing quality and quantity of food intake between students and athletes (HP SLO 2) • Design a 'healthy lunchbox' for an identified group using survey and information on different types of foods. (HP SLO 3)
		<p>Healthy Communities and Environment <i>Societal attitudes and values</i> Explore how people's attitudes, values, and actions contribute to healthy physical and social environments.</p>	<ul style="list-style-type: none"> • Identify ways to encourage the school community to make healthy lunch choices (HP SLO 4) • Present information to identified groups and evaluate the success of actions taken. (HP SLO 5)
English	Literacy	<p>Listening, Reading and Viewing</p> <ul style="list-style-type: none"> • Select and use sources of information, processes, and strategies with some confidence to identify, form and express ideas. • Selects and uses sources of information (meaning, structure, visual and grapho-phonetic information) and prior knowledge with growing confidence to make sense of increasingly varied and complex texts 	<ul style="list-style-type: none"> • Demonstrate an ability to gather, read, interpret and effectively use nutrition information for a specific purpose (E SLO 1) • Forms and expresses ideas and information with some clarity (E SLO 1)

		<ul style="list-style-type: none"> • Thinks critically about texts with some confidence • Monitors, self-evaluates and describes progress with some confidence. <p>Speaking, Writing and Presenting</p> <ul style="list-style-type: none"> • Select and use sources of information, processes, and strategies with some confidence to identify, form and express ideas. • Shows some understanding of the connections between oral, written and visual language when creating texts • Creates texts by using meaning, structure, visual and grapho-phonetic sources of information and processing strategies with growing confidence • Is reflective about the production of texts: monitors, self-evaluates and describes progress with some confidence. 	<ul style="list-style-type: none"> • Organises and sequences ideas and information with confidence (E SLO 2) • Uses a variety of sentence structures, beginnings and lengths. (E SLO 3)
Mathematics and Statistics	Statistics	<p>In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. They will solve problems and model situations that require them to:</p> <p>Statistical investigation</p> <p>Conduct investigations using the statistical enquiry cycle:</p> <ul style="list-style-type: none"> • Posing and answering questions • Gathering, sorting and displaying category and whole-number data • Communicating findings based on the data. 	<ul style="list-style-type: none"> • Gather, sort and interpret survey data regarding popular healthy lunch options (M SLO 1) • Display data in an appropriate form and share findings with others. (M SLO 2)
Te Aho Arataki Marau mō te Ako i Te Reo Māori	Taumata	<p>2.1 Communicate about relationships between people 2.2 Communicate about possessions 2.3 Communicate about likes and dislikes, giving reasons where appropriate 2.5 Communicate about physical characteristics personality and feelings</p>	<ul style="list-style-type: none"> • Discuss whānau, relationships and their impact on health and wellbeing (T SLO 1) • Associate words with pictures of different food types (T SLO 2) • Interviewing peers and survey participants about

			their favourite lunch foods (TSLO3) <ul style="list-style-type: none"> Identifying words that describe feelings. (T SLO5)
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Links to Curriculum				
To be encouraged, modelled and explored. (NZC pp9-11). What aspects of the values does this activity explore, encourage or model.				
<p>Vision What we want for our young people:</p> <ul style="list-style-type: none"> Confident Connected Actively involved Lifelong learners. 	<p>Principles Beliefs about what is important:</p> <ul style="list-style-type: none"> High expectations Treaty of Waitangi Cultural diversity Inclusion Learning to learn Community engagement Coherence Future focus. 	<p>Values Expressed in thought and actions:</p> <ul style="list-style-type: none"> Excellence Innovation, inquiry and curiosity Diversity Equity Community and participation Ecological sustainability Integrity. 	<p>Key competencies Which of the key competencies (NZC pp12-13):</p> <ul style="list-style-type: none"> Thinking Using language, symbols and texts Managing self Relating to others Participating and contributing. 	<p>Pedagogical Approaches</p> <ul style="list-style-type: none"> Aspects of effective pedagogy (NZ p34-36) are highlighted in the activity. Creating a supportive learning environment Encouraging reflective thought and action Enhancing the relevance of new learning Facilitating shared learning Making connections to prior learning Providing sufficient opportunities to learn E-learning Engaging Maori / Pasifika students and their communities.

National Standards Assessment

The New Zealand Curriculum Reading Standards for years 1- 8

The Reading Standard - By the end of year 4, students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 2. Students will locate and evaluate information and ideas within texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.

The New Zealand Curriculum Writing Standards for years 1-8

The Writing Standard - By the end of year 4, students will create texts in order to meet the writing demands of the New Zealand Curriculum at level 2. Students will use their writing to think about, record and communicate experiences, ideas and information to meet specific learning purposes across the curriculum.

The New Zealand Curriculum Mathematics Standard for years 1- 8

The Mathematics Standard - Statistics

In contexts that require them to solve problems or model situations, students will be able to:

- Investigate questions by using the statistical enquiry cycle independently:
 - Gather and display category and simple whole-number data
 - Interpret results in context:
- Compare and explain the likelihoods of outcomes for a simple situation involving chance, acknowledging uncertainty.

National Standards Assessment tasks

Tasks to assess the **Reading Standard** - refer to Lesson 12 and **Information sheet 8**

Tasks to assess the **Writing Standard** - refer to Lesson 10 (report writing) and **Information sheet 8**

Tasks to assess the **Mathematics Standard** - refer to Lesson 10 and **Information sheet 8**

Tasks to assess the **Key Competencies** - refer to lesson 1 and **resource 14**

Planned Assessments

Assessments should include both formative and summative and any suggestions made in this unit need to be cognisant of student needs and abilities. Within the inquiry model assessment should be on-going, reflecting understanding at key points along the way.

Spotlight on: Inquiry based learning, e-learning

Inquiry Learning - Developing Rubrics <http://www.galileo.org/research/publications/rubric.pdf>

Links and resources

TKI

Curriculum documents - <http://nzcurriculum.tki.org.nz/>

Well-being, Hauora - <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Health-and-physical-education/What-is-HPE-about#footnote1>

Maori Vocabulary for food <http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Vocabulary>

In the curriculum guidelines, *Te Aho Arataki* there are suggestions for possible learning and assessment activities for [curriculum levels 1-2](#) and [curriculum levels 3-4](#). In addition, there is helpful material collected online in [Te Whakaipurangi Rauemi](#). This collection elaborates on some of the communicative tasks outlined in [Tasks and activities](#), including cloze tasks, dycomm tasks, information transfer tasks, multi-choice tasks, strip stories, same-different tasks, dictocomps, listen-and-draw tasks, true-false-make it right tasks, and 4-3-2 tasks

Promoting healthy lifestyles - <http://healthylifestyles.tki.org.nz/>

Food and nutrition snapshots of schools - <http://health.tki.org.nz/Key-collections/Healthy-lifestyles/Food-and-nutrition-snapshots>

Nutrition resource list - <http://healthylifestyles.tki.org.nz/National-nutrition-resource-list>

Other nutrition websites - <http://health.tki.org.nz/Key-collections/Healthy-lifestyles/Nutrition-websites>

References

Amery, H. (2007). *First Hundred Words in Māori*. Wellington: Huia Publishers. [For a kitchen, see pages 6-9]

Amery, Heather (2006). *First Thousand Words in Māori*. Wellington: Huia Publishers. [For food, see pages 36-37; for the supermarket, see pages 34-35; and for the kitchen, see pages 6-7.]

Barlow, C. (1996). *Tikanga Whakaaro – Key Concepts in Māori Culture*. Auckland: Oxford University Press.

Litchfield, Jo (2009). *Everyday Words in Māori*. Wellington: Huia Publishers. [For a kitchen, see pages 12-13, and for food, see pages 14-15].

Mead, Hirini Moko and Grove, Neil (2003). *Ngā Pēpeha a ngā Tīpuna*. Wellington: Victoria University Press.

Ministry of Education (2008). *Hei Waiata, Hei Whakakoakoa – Waiata to Support Teaching and Learning of te Reo Māori in English-medium Schools: Years 1-8*. Wellington: Learning Media. [Book and CD]

Ministry of Education (1990). *Into Music 3*. Wellington: Learning Media. [See pages 13-15 and 74. Book and CD.]

Ministry of Education (1990). *Kiwi Kidsongs 1*. Wellington: Learning Media. [Book and CD]

Moorefield, John C. (1998). *Te Kākano*. Auckland: Longman Paul. [For breakfast, see pages 18-19, 63, and 68-74 and for shopping, see pages 93-98 and 106.]

Orbell, M. (2007). *The Concise Encyclopedia of Māori Myth and Legend*. Christchurch: University of Canterbury Press.

Tauroa, Hiwi and Pat (1990). *Māori Phrasebook and Dictionary*. Auckland: Collins.

Vercoe, Rosalind and Waaka (2008). *Nāu te Rourou, Nāku te Rourou*. Wellington: Huia Publishers.

Reading Resources

(2009). He Purou Hua Rākau. Wellington: Learning Media. [This Pīpī book is about fruit.] Te Awa, Manu (2009). He Reka! Wellington: Learning Media. [This Pīpī book is about vegetables.] Te Rōpū ... (2009). He Purou Hua Rākau. Wellington: Learning Media. [This Pīpī book is about fruit.] Te Awa, Manu (2009). He Reka! Wellington: Learning Media. [This Pīpī book is about vegetables.] Te Rōpū

Black-Taute, Hera (2010). He Taonga anō te Kai. Wellington: Learning Media. [This He Purapura book contrasts some healthy and unhealthy foods.]

Fitzgerald, Tangihoro (2006). Ētahi Kai. Wellington: Learning Media. [This He Purapura book features a family preparing a feast.]

Gibson-Ngatai, Kararaina (2001). Te Hāngi. Ngaruawahia: Kia Ata Mai Publications. [This Ngā Kete Kōrero book looks at the food in a hāngi.]

Henry, Mike (2005). Haere Mai ki te Kai. Wellington: Huia Publishers. [This Ngā Kete Kōrero book is about sandwiches.]

Jorgensen, Billy (2007). Māku te Mahi. Wellington: Learning Media. [This He Purapura features kūmara.]

Kaa, Oho (2007). Kānga Kōpiro. Wellington: Learning Media. [This He Purapura book features kānga kōpiro (fermented corn).]

Mahuika, Apirana (2000). Poaka Kunekune. Wellington: Learning Media. [This is one of ten enlarged He Purapura books published with teachers' notes. It contains descriptions of food.]

Ministry of Education (2006). Ia Ata. Wellington: Huia Publishers. [This is a Ngā Kete Kōrero book about making breakfast.]

Ministry of Education (2006). Kai Ora 1. Wellington: Hana. [These twelve books, recipe cards, and a teachers' resource book feature tītī, kūmara, kuku, and tuna.]

Ministry of Education (2007). Kai Ora 2. Wellington: Hana. [These twelve books, recipe cards, and a teachers' resource book feature pātiki, pāua, pikopiko, and hue.]

Ministry of Education (2006). Te Uru Rākau. Wellington: Huia Publishers. [This is a Ngā Kete Kōrero book about fruit.]

Rewi, Tangiwai (2001). He Aha Hei Kai mā Pēpi? Wellington: Learning Media. [This Ngā Kete Kōrero book looks at baby food.]

Riddell, Maringi (1998). He Kai Reka. Wellington: Learning Media. [This Ngā Kete Kōrero book is about delicious food.]

Te Awa, Manu (2009). He Kai Hauora. Wellington: Learning Media. [This Pīpī book is about what goes in a salad.]

Te Awa, Manu (2009). He Purou Hua Rākau. Wellington: Learning Media. [This Pīpī book is about fruit.]

Te Awa, Manu (2009). He Reka! Wellington: Learning Media. [This Pīpī book is about vegetables.]

Te Rōpū a Huia (2000). He Mahi Tōhi. Wellington: Huia Publishers. [This Ngā Kete Kōrero book explains how to make a piece of toast.]

Watson, Tipene (2003). Te Mīhini Whakahanumi. [This He Purapura story involves a boy and a blender.]

Kūmara Treats by Genevieve McGough From School Journal, Part 1, Number 4, 2007
http://www.tki.org.nz/r/literacy_numeracy/professional/teachers_notes/school_journal/tchr_notes/1_4_2007_e.php?part=1
 Classroom Connections – Strategies for Integrated Learning by Kath Murdoch

Heart Foundation

Education - <https://www.heartfoundation.org.nz/educators/edu-resources>

Other relevant sites

Health Promotion Agency - <https://www.hpa.org.nz/programme/nutrition-and-physical-activity>

Maori Health models - <http://www.maorihealth.govt.nz/moh.nsf/pagesma/196>

Pams Food for Thought - Nutrition Education Programme - <http://www.foodforthought.co.nz/>

Maori Vocabulary - <http://www.learningmedia.co.nz/ngata>

Healthy Food Guide - <http://www.healthyfoodguide.co.nz>

Songs and Waiata

“Hei Konei e te Ariki” and “He Rourou mā Koutou” (in Hei Waiata, Hei Whakakoakoa - Waiata to Support Teaching and Learning of te Reo Māori in English-medium Schools: Years 1-8). “Kei Raro i te Moana” (in Kiwi Kidsongs 1, 1990)

See Reomations (animations)- e mahi kai (Preparing food) ,Kei te hiakai ahau (I'm hungry) Te wā kai (Lunchtime)

<http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Reomations/Te-wa-kai-Lunchtime>

Daily Food record (see <http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Reomations/Te-wa-kai-Lunchtime> and

<http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Reomations/Te-wa-kai-Lunchtime>)

<http://www2.lhric.org/pocantico/nutrition/nutrition.html>

UNIT PLAN

Assessment opportunities	Structure	Curriculum and resource links
Lesson 1: Introduction/Hauora concept		
<i>Overview: Today we are learning about the concept of Hauora. (E SLO 2,3,4 and T SLO 1,2)</i>		
<p>We are successful when we can:</p> <ul style="list-style-type: none"> Identify the things that keep us happy and healthy (physical taha tinana), mental/emotions (taha hinengaro), social (taha whānau) and spiritual (taha wairua) Understand that all four elements above need to be in balance for us to feel happy, healthy and safe <p>Te Reo Te Reo - Ko au (I, me, myself)</p> <ul style="list-style-type: none"> Recognise, understand, and use some less common words about me and my whānau Understand and use Māori place names in mihi mihi (greetings and introductions) Understand and use some commonly used synonyms in Māori Recognise that some Māori words use a macron to show that there is more than one person Understand and use “āhua” to mean “rather”/“quite” when describing people Understand and use “kāore” to mean “no” Understand and use the prefix “kai-” to indicate an occupation 	<p>Prepare</p> <ul style="list-style-type: none"> See Lesson Overview for Resources <p>Connect</p> <ul style="list-style-type: none"> Class to brainstorm some of the things which keep them happy and healthy at school and home. Place pictures from Resource 1 up on the board as they are mentioned. Record in words those not displayed in pictorial form. Opportunity to discuss and learn Te Reo vocabulary for family. See http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Reomations/Taku-whanau-My-family for animation and teaching resources, vocabulary and activities. <p>Activate</p> <ul style="list-style-type: none"> All of these things help make us feel safe and secure, help us to grow and learn. They are like the four walls of a house (draw/copy Hauora diagram for students to see and define four walls), which are necessary to keep everything inside safe. Can we put the pictures/words above beside the four walls? Some things may go under more than one heading. <p>Demonstrate</p> <ul style="list-style-type: none"> What happens if we take away one of these things i.e. Remove a wall? How does it impact on the other walls? Demonstrate with pictures and discuss possible consequences. <p>Consolidation</p> <ul style="list-style-type: none"> Refocus on the four walls and highlight how interconnected these are. 	<p>Pedagogical links:</p> <ul style="list-style-type: none"> Creating a supportive learning environment Encouraging reflective thought and action Enhancing the relevance of new learning Facilitating shared learning Making connections to prior learning Providing sufficient opportunities to learn E-learning Engaging Maori / Pasifika students and their communities. <p>Key competencies:</p> <ul style="list-style-type: none"> Thinking Using language, symbols and texts Managing self Relating to others Participating and contributing. <p>Literacy:</p> <ul style="list-style-type: none"> English and Te Reo vocabulary building. <p>Te Reo:</p>

Assessment opportunities	Structure	Curriculum and resource links
<ul style="list-style-type: none"> • Understand and use descriptive words and phrases to describe people • Start to notice some word families • Understand and use some plural pronouns • Understand and use some short forms of address • Identify our family members in Te Reo • Communicate about pets. <p>Te wā Kai</p> <ul style="list-style-type: none"> • Understand and use some familiar food vocabulary in Maori • Recognise and use some food vocabulary transliterated from English • Recognise and use some food-related phrases • Recognise and use some sentences often used about food • Use the correct form when giving or receiving food • Understand and use some simple phrases to offer food • Ask a question about where an item of food is. <p>Evidence: to assess Taumata level 2 Evidence: Teach and Assess social and interpersonal skills (pp. 5-14 in resource booklet). Student, Peer and Teacher assessment on-going.</p>	<ul style="list-style-type: none"> • Te wā kai (Lunchtime) Watch the video clip http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Reomations/Te-wa-kai-Lunchtime (Also provides activities and assessment rubric) • An important part of food is sharing it with others. When do we share food with others? Are their special foods that we share at celebrations? What are these times? Why do we share particular foods at weddings, hair cutting, ceremonies, etc? How does our choice of food reflect our attitudes towards others? 	<p>On-going opportunities to assess Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Assessment-opportunities</p> <p>Te wā Kai: http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities</p>

Lessons 2 -3: What is the right fuel for our bodies?

Overview: Today we are learning about food as our fuel. The right type of fuel is important in helping us run efficiently. (HP SLO 1,2,3,4,5 E SLO 1,2,3,4 and M SLO 1,2)

We are successful when we can:

- Identify the importance of food as fuel for us and athletes
- Identify the types of foods that are good for us
- Identify and categorise foods into the different food types;
 1. Vegetables and fruit
 2. Grain foods and starchy vegetables
 3. legumes, fish, seafood, eggs, poultry and meat
 4. Milk, yoghurt and cheese
 5. Occasional foods (not a food group)
- Identify what are healthy serving sizes of food

Te Reo

Learning intentions and success criteria rubrics for Te Reo - Ko au (I, me, myself)

<http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Learning-intentions-and-success-criteria>

Te wā Kai using success criteria and assessment rubrics at

<http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Learning-intentions-and-success-criteria>

Evidence: to assess **Taumata level 2**

Prepare

- See Lesson Overview for Resources

Connect

- Refer back to Lesson 1 on **Hauora**. What happens if we take away one of the physical components such as food? E.g. no breakfast/lunch. How does this make us feel in/on the classroom/playground/sports field/relationships with others?

Activate

- Why is food so important for us? Draw a picture of a car on the board. Place a list of liquid items down the side e.g. Petrol, water, orange juice, diesel. Cars need the right fuel to run efficiently. What do they use? What happens if you put orange juice instead of petrol in the car? How will it run? What might happen to it? In the same way food is our fuel. The right food is important in helping us run efficiently. It gives us energy, helps us focus and perform to our best.

Pedagogical links:

- Creating a supportive learning environment
- Encouraging reflective thought and action
- Enhancing the relevance of new learning
- Facilitating shared learning
- Making connections to prior learning.

Key competencies:

- Thinking
- Using language, symbols and texts
- Managing self
- Relating to others
- Participating and contributing.

Literacy:

- Building vocabulary around food in a variety of languages
- Able to make comparisons and look for similarities and differences in food items
- Able to express ideas and opinions about what they think is healthy/unhealthy food or appropriate servings of foods.

Te Reo:

On-going opportunities to assess Te Reo - Ko au (I, me, myself)

<http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Assessment-opportunities>

<p>Evidence: Teach and Assess social and interpersonal skills (pp. 5-14 in resource booklet). Student, Peer and Teacher assessment on-going.</p>	<ul style="list-style-type: none"> • How do we know we are putting the right fuel into our bodies? Group students, assign roles (recorder, reporter, etc) and ask them to design a 'typical lunchbox' that students in their class might have. This would include food for the day i.e. morning tea and lunch. Groups will draw a lunchbox on given paper (or teacher to give a blank template). Draw and label pictures of food to go in the lunchbox (in English and or Te Reo). Encourage students to be specific about such things as sandwich fillings. Record group members' names at the bottom of the page so that the information can be returned to the group in future lessons. • Encourage students to give the Samoan, Tongan and Hindi words for the food in their lunchbox too. <i>Note: If lunch orders are an option at the school ask 1-2 groups to record a 'typical lunch order' for students in their class and place in the lunchbox picture.</i> • Groups to share their 'typical lunchboxes' with the class and discuss similarities and differences using a Venn Diagram. • Place numbers 1 to 10 (from Resource 2) across the floor of the classroom with 10 being a 'healthy lunch' and 1 an 'unhealthy lunch'. Request students consider the contents of their groups 'typical lunchbox' and stand on the continuum where they think it best suits. Ask a variety of students to justify their positions to get a snapshot of their understanding of 'healthy'. Teacher to record number of students at each number on the continuum for later comparison. Collect lunchbox examples for later use. <p>Demonstrate</p>	<p>Te wā Kai: http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities</p>
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	<ul style="list-style-type: none"> • Let's find out what the right foods for our bodies. Students remain in groups above - issue A3 paper with 5 columns on it. Using Resource 3 ask students to categorise the food in their groups lunchbox into five categories and place in the appropriate column. Give each column a heading. • Groups to feedback on their five columns and justify headings. • Provide Resource 14 to help make decisions. <p>Consolidation</p> <ul style="list-style-type: none"> • Introduce the four correct headings and 'occasional' foods with examples of each (Information sheet 2). Discuss foods from different cultures which could also go under these headings, particularly from Pacific and Asian countries. Discuss how we know whether a food is 'occasional' or not (e.g. label reading or types of food such as chips). • Use Information sheet 2 to define what each of these food types provide/don't provide and how many much of each we need. Refer to Resource 15. • Begin a class poster/display on the 'Healthy Heart Visual Food Guide' with headings and definitions. Ensure Maori language and other languages are visible alongside English. Refer 'Resources' section for additional display posters. <i>Note: Water and milk are the best drinks for children/adults.</i> 	
<p>Lesson 3-4: How do our lunchboxes stack up?</p>		
<p><i>Overview: Today we are learning to use different types of food and gather, sort and analyse class lunches. (HP SLO 1,2,3,4,5 E SLO 1,2,3,4 and M SLO 1,2)</i></p>		
<p>We are successful when we can:</p> <ul style="list-style-type: none"> • Analyse our findings in relation to the different types of food 	<p>Prepare</p> <ul style="list-style-type: none"> • See Lesson Overview for Resources <p>Connect</p>	<p>Pedagogical links:</p> <ul style="list-style-type: none"> • Creating a supportive learning environment

<ul style="list-style-type: none"> • Compare our findings to the recommendations made by the Heart Foundation • Use information as a basis for our opinions and decisions • Identify what is missing from the lunchbox and why the missing food items are important <p>Evidence: Teach and Assess social and interpersonal skills (pp. 5-14 in resource booklet). Student, Peer and Teacher assessment on-going.</p> <p>Te Reo Learning intentions and success criteria rubrics for Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Learning-intentions-and-success-criteria</p> <p>Te wā Kai using success criteria and assessment rubrics at http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Learning-intentions-and-success-criteria</p> <p>Evidence: to assess Taumata level 2</p>	<ul style="list-style-type: none"> • Group students in the same groups as Lesson 2. Review their 'typical lunchbox' examples. Using the five newly defined headings tally up the contents of each groups lunchbox example to gain a snapshot of class lunchbox foods. <i>Note: Sandwich/roll fillings will need to be considered as separate items.</i> • Information sheet 3 may be required to support teacher/student in determining 'occasional foods'. <i>Note: This is quite a complex task for students of this level but important in determining where foods really go.</i> <p>Activate</p> <ul style="list-style-type: none"> • What have we learnt about some of the foods in our lunchboxes? Are a lot of our foods from the Visual food guide or from the 'occasional' group? • How does this change our ideas about what is 'healthy' and 'unhealthy?' Group students in the same groups as Lesson 2. Re-issue their 'typical lunchbox' examples. If we were to position ourselves on the continuum again using these lunchboxes, would where we now stand change? Place numbers 1 to 10 out and ask students to reposition themselves on the continuum of 'healthy' and 'unhealthy' lunchboxes. How many students have changed position? Discuss why some students have changed position. Record the number of students at each number and compare with Lesson 2 results. <p>Demonstrate</p> <ul style="list-style-type: none"> • Return to the class data collated on lunchboxes. Discuss how to graph this information e.g. labelling axis, title. Students to graph data. <p>Consolidation</p> <ul style="list-style-type: none"> • Analyse results and write conclusions using most, least, compared with. 	<ul style="list-style-type: none"> • Encouraging reflective thought and action • Enhancing the relevance of new learning • Facilitating shared learning • Making connections to prior learning • Providing sufficient opportunities to learn. <p>Key competencies:</p> <ul style="list-style-type: none"> • Thinking • Using language, symbols and texts • Managing self • Relating to others • Participating and contributing. <p>Te Reo: On-going opportunities to assess Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Assessment-opportunities</p> <p>Te wā Kai: http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities</p>
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	<ul style="list-style-type: none"> • What does the data indicate about our lunches? Are we eating the right fuel for our bodies? Generally data highlights that there are lots of 'occasional' foods and snack foods with limited grain foods and starchy vegetables and vegetables and fruit. Refer back to later. 	
<p>Lessons 4-5: What is in an athlete's lunchbox?</p>		
<p><i>Overview: Today we are learning to analyse different athlete's lunchboxes against the different types of foods. (HP SLO 1,2,3,4,5 E SLO 1,2,3,4 and M SLO 1,2)</i></p>		
<p>We are successful when we can:</p> <ul style="list-style-type: none"> • Identify what types of foods athletes eat the most • Compare what athletes eat with what we eat • Make 2 conclusions around the results using different types of foods knowledge and the concepts of most and least. <p>Te Reo Learning intentions and success criteria rubrics for Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Learning-intentions-and-success-criteria</p> <p>Te wā Kai using success criteria and assessment rubrics at http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Learning-intentions-and-success-criteria</p> <p>Evidence: to assess Taumata level 2 Evidence: retain the 2 conclusions for writing evidence for National Standards</p>	<p>Prepare</p> <ul style="list-style-type: none"> • See Lesson Overview for Resources <p>Connect</p> <ul style="list-style-type: none"> • Draw a picture of a car and a truck on the board. When it comes to fuel we are like a car and athletes are like a truck. We both require the right kind of fuel to run efficiently. Athletes require more fuel because their demands are greater i.e. more activity. We need fuel to grow and to learn. What kind of fuel do athletes need? Is it the same as ours? Discuss energy intake and energy output concepts. <p>Activate</p> <ul style="list-style-type: none"> • Group students and issue a copy of Resource 4 and 5 to each. Groups to use lunchbox information and checklist to determine how many ticks in each category athletes have. Demonstrate how to complete. • Write two conclusions around the results using different types of foods knowledge and the concepts of most and least. • Share results with one other group explaining why foods went in certain columns and why certain conclusions were drawn. Clearly specify how to do this. <p>Demonstrate</p>	<p>Pedagogical links:</p> <ul style="list-style-type: none"> • Creating a supportive learning environment • Encouraging reflective thought and action • Enhancing the relevance of new learning • Facilitating shared learning • Making connections to prior learning • Providing sufficient opportunities to learn • Engaging Maori/Pasifika <p>Key competencies:</p> <ul style="list-style-type: none"> • Thinking • Using language, symbols and texts • Managing self • Relating to others • Participating and contributing. <p>Literacy:</p>

<p>Evidence: Teach and Assess social and interpersonal skills (pp. 5-14 in resource booklet). Student, Peer and Teacher assessment on-going.</p>	<ul style="list-style-type: none"> • Discuss results/conclusions as a class. Activity will highlight that we need the same type of fuel as athletes, sometimes just in different amounts. • Refer back to Lesson 3 and the tally of items in each groups' lunch boxes. Based on our class data how do our lunchboxes stack up against the athletes? Issue 'typical lunchbox' examples to each group again. Groups to now use the remainder of Resource 5 and place ticks appropriately for their group lunchbox foods. Groups may choose to swap their examples with other groups as well. • Compare results with their athletes results. <p>Consolidation</p> <ul style="list-style-type: none"> • What did we find? Athletes require more servings from each of the different food types. They will generally be eating grain foods and starchy vegetables and vegetables and fruit and little, if any, occasional foods as they need more energy because they are more physically active. This is a good guide for us. Extra foods for fuel come from the <i>everyday</i> foods not occasional foods. <p><i>Note: An interesting follow up homework task for students would be for them to investigate what their parents/grandparents had in their lunchboxes at school and compare with their own. As an extension they could also analyse these against the different types of foods table.</i></p>	<ul style="list-style-type: none"> • Gathering, reading and interpreting nutrition information to form conclusions about what athletes eat for lunch in comparison to students eat-taking the different types of foods into account. <p>Te Reo: On-going opportunities to assess Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Assessment-opportunities</p> <p>Te wā Kai: http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities</p>
<p>Lessons 5–6: Problem/essential question</p>		
<p><i>Overview: Today we are reviewing what we have learnt so far. How can we use this knowledge to improve our own lunchboxes and others so they look more like an athletes'? What are some things we still need to find out about?</i></p>		
<p>We are successful when we can:</p> <ul style="list-style-type: none"> • Identify the types and amounts of foods required by athletes 	<p>Prepare</p> <ul style="list-style-type: none"> • See Lesson Overview for Resources <p>Connect</p>	<p>Pedagogical links:</p> <ul style="list-style-type: none"> • Creating a supportive learning environment

<ul style="list-style-type: none"> • Explain the types and amounts of foods that would be good for us to have in our lunchbox <p>Te Reo Learning intentions and success criteria rubrics for Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Learning-intentions-and-success-criteria</p> <p>Te wā Kai using success criteria and assessment rubrics at http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Learning-intentions-and-success-criteria</p> <p>Evidence: to assess Taumata level 2 Evidence: Teach and Assess social and interpersonal skills (pp. 5-14 in resource booklet). Student, Peer and Teacher assessment on-going.</p>	<ul style="list-style-type: none"> • How can we use the information we have gathered so far to improve our lunchboxes and make them more like an athletes’? • Introduce bus stop activity and explain procedure/requirements. Place questions around the room. Students to work in groups (these will become their study groups). <p>Activate</p> <ul style="list-style-type: none"> • Complete bus stop activity in given timeframe. <p>Demonstrate</p> <ul style="list-style-type: none"> • The last group at each bus stop to report back on the findings. <p>Consolidation</p> <ul style="list-style-type: none"> • Discuss further the ideas from questions 5, 6 and 7. Additional information on these is provided on Information sheet 4. • Identify and highlight the most appropriate answers. Information gathered from here will support the ‘Plan of Action’ template. 	<ul style="list-style-type: none"> • Encouraging reflective thought and action • Enhancing the relevance of new learning • Facilitating shared learning • Making connections to prior learning • Providing sufficient opportunities to learn. <p>Key competencies:</p> <ul style="list-style-type: none"> • Thinking • Using language, symbols and texts • Managing self • Relating to others • Participating and contributing. <p>Te Reo: On-going opportunities to assess Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Assessment-opportunities</p> <p>Te wā Kai: http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities</p>
<p>Lesson 7: Creating a classroom pantry/fridge.</p>		
<p><i>Overview: Today we are creating a classroom pantry/fridge this will help us design a survey about peoples favourite lunch foods (HP SLO 1,2,3,4,5 E SLO 1,2,3,4 and M SLO 1,2)</i></p>		
<p>We are successful when we can:</p> <ul style="list-style-type: none"> • Identify a range of healthy foods that athletes from a range of different ethnic backgrounds are likely to have in their fridge or pantry 	<p>Prepare</p> <ul style="list-style-type: none"> • See Lesson Overview for Resources <p>Connect</p>	<p>Pedagogical links:</p> <ul style="list-style-type: none"> • Creating a supportive learning environment • Encouraging reflective thought and action • Enhancing the relevance of new learning

<ul style="list-style-type: none"> • Explain why the items are healthy and what type of food they are. <p>Te Reo Learning intentions and success criteria rubrics for Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Learning-intentions-and-success-criteria</p> <p>Te wā Kai using success criteria and assessment rubrics at http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Learning-intentions-and-success-criteria</p> <p>Evidence: to assess Taumata level 2 Evidence: Teach and Assess social and interpersonal skills (pp. 5-14 in resource booklet). Student, Peer and Teacher assessment on-going.</p>	<ul style="list-style-type: none"> • We have collected some information on healthy foods that could go in our lunchboxes but there are a huge number of other foods we could also use. Let's create a classroom pantry/fridge display to support our survey and lunchbox designs. <p>Activate</p> <ul style="list-style-type: none"> • What foods are in an athlete's pantry/fridge? Place enlarged copies of Resource 6 on the board. Ask students to give a few examples of foods which the athletes' have in their lunchboxes and place these in the pantry/fridge (write on strips of paper and blu tack on). • Students to look at the Visual Food Guide in Resource 13. <p>Demonstrate</p> <ul style="list-style-type: none"> • Group students and issue Resource 7. In given timeframe ask groups to fill out an A-Z of all the foods from the Visual foods guide they can think of which could go in the pantry/fridge. Consider different types of food e.g. fruits, fillings for sandwiches as well as foods from different cultures such as Pasifika and Asian. <p>Consolidation</p> <ul style="list-style-type: none"> • Rotate around groups and ask them to provide 5-6 foods for the class pantry/fridge from their list. Record on strips of paper and stick on enlarged Resource 6. Raise questions if foods are clearly not from the visual food guide and see if other students can identify this or justify why/why not. • Place pantry/fridge on the wall and throughout the unit ask students to find pictures to replace the words so the display becomes more visual. 	<ul style="list-style-type: none"> • Facilitating shared learning • Making connections to prior learning • Providing sufficient opportunities to learn • E-learning • Engaging Maori / Pasifika/ students from different ethnic backgrounds. <p>Key competencies:</p> <ul style="list-style-type: none"> • Thinking • Using language, symbols and texts • Managing self • Relating to others • Participating and contributing. <p>Literacy:</p> <ul style="list-style-type: none"> • Build vocabulary around healthy foods to go in the pantry. <p>Numeracy:</p> <ul style="list-style-type: none"> • Statistics • Gather sort and interpret survey data regarding popular healthy lunch options. <p>Te Reo: On-going opportunities to assess Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Assessment-opportunities</p> <p>Te wā Kai: http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities</p>
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Lessons 8: Designing a survey

Overview: Today we are learning about surveys as a way to collect information. We will develop a survey and practice our questions with other class members (HP SLO 1,2,3,4,5 E SLO 1,2,3,4 and M SLO 1,2).

<p>We are successful when we can:</p> <ul style="list-style-type: none"> • Identify the sorts of questions we need to ask in order to find out the information we want • Identify effective interviewing techniques. <p>Te Reo Learning intentions and success criteria rubrics for Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Learning-intentions-and-success-criteria</p> <p>Te wā Kai using success criteria and assessment rubrics at http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Learning-intentions-and-success-criteria</p> <p>Evidence: to assess Taumata level 2 Evidence: Teach and Assess social and interpersonal skills (pp. 5-14 in resource booklet). Student, Peer and Teacher assessment on-going.</p>	<p>Prepare</p> <ul style="list-style-type: none"> • See Lesson Overview for Resources <p>Connect</p> <ul style="list-style-type: none"> • We now need to look at how we can survey others about their favourite healthy lunchbox items. We have a huge number of foods we could ask them about from our pantry/fridge. To ask about everything would take ages. Could our groups focus on a type of food? How would this work? • Think, pair, share activity. Pair students up. Give them 2 minutes to think about the questions on their own; 2-3 minutes to share information with their partner. <p>Activate</p> <ul style="list-style-type: none"> • Discuss ideas from pairs. Focus on each group selecting one type of food to survey others about e.g. favourite fruits, favourite fruit yoghurts, favourite sandwich fillings, breads, snacks, cultural foods. • Ensure each group has identified one appropriate type of food. Using information from the pantry/fridge (and their own knowledge) groups to list a maximum of 10 popular items to ask questions about on their survey. Share with another group to get their feedback on how popular the items are they have chosen. Amend list as needed. Additional support materials listed under 'Resources'. <p>Demonstrate</p>	<p>Pedagogical links:</p> <ul style="list-style-type: none"> • Creating a supportive learning environment • Encouraging reflective thought and action • Enhancing the relevance of new learning • Facilitating shared learning • Making connections to prior learning • Providing sufficient opportunities to learn • E-learning • Engaging Maori / Pasifika students. <p>Key competencies:</p> <ul style="list-style-type: none"> • Thinking • Using language, symbols and texts • Managing self • Relating to others • Participating and contributing. <p>Literacy:</p> <ul style="list-style-type: none"> • Select relevant information. • Language development and developing an understanding about interpersonal communication skill development through focussed small group discussion.
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	<ul style="list-style-type: none"> • How will we ask our survey questions? Provide two examples on the board of how a question may be asked (refer Information sheet 5). Go through both questions with selected students and record their responses. • What information does each question provide us with? What challenges/differences are there in the information we can gather? Which type of question will be most appropriate/effective for us to use? (rating scale) • How will we introduce ourselves and our survey? What important information do we need to tell them about what we are learning and what we want to find out? (refer Information sheet 5). Use sentence starters for students to complete. <p>Consolidation</p> <ul style="list-style-type: none"> • In groups, students to write their survey introduction and questions on Resource 8. Teacher to sign off when completed. Additional information may be required here alongside label reading information. Support materials are listed under 'Resources'. • Practice surveying each other within groups focusing on speaking clearly, recording answers, etc. 	<ul style="list-style-type: none"> • Seeks feedback and makes changes based on recommendations. <p>Numeracy:</p> <ul style="list-style-type: none"> • Statistics • Gather sort and interpret survey data regarding popular healthy lunch options. <p>Te Reo: On-going opportunities to assess Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Assessment-opportunities</p> <p>Te wā Kai: http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities</p>
<p>Lesson 9: Plan of Action</p>		
<p><i>Overview: Today we are learning to finalise details of our study and to write a 'Plan of Action' for this.</i></p>		
<p>We are successful when we can:</p> <ul style="list-style-type: none"> • Identify and plan the sorts of questions we need to ask in order to obtain specific information • Identify and demonstrate effective interviewing techniques • Give and receive constructive feedback • Make improvements based on the feedback received. 	<p>Prepare</p> <ul style="list-style-type: none"> • See Lesson Overview for Resources <p>Connect</p> <ul style="list-style-type: none"> • Discuss the need to have a 'Plan of Action' for each group to ensure we know what we are doing. <p>Activate</p>	<p>Pedagogical links:</p> <ul style="list-style-type: none"> • Creating a supportive learning environment • Encouraging reflective thought and action • Enhancing the relevance of new learning • Facilitating shared learning

<p>Te Reo Learning intentions and success criteria rubrics for Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Learning-intentions-and-success-criteria</p> <p>Te wā Kai using success criteria and assessment rubrics at http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Learning-intentions-and-success-criteria</p> <p>Evidence: to assess Taumata level 2 Evidence: keep student action plans, surveys and results as evidence of numeracy statistics for NS Evidence: Teach and Assess social and interpersonal skills (pp. 5-14 in resource booklet). Student, Peer and Teacher assessment on-going.</p>	<ul style="list-style-type: none"> • Issue Resource 9 to each group. Refer to bus stop information and to Lessons 5 and 7 where necessary. <p>Demonstrate</p> <ul style="list-style-type: none"> • Groups complete their Plan of Action (Resource 9). To be signed off by teacher. Students to be paired up in their groups with each having a turn at surveying and recording information. Students provide each other with feedback, so that they can make adjustments and improvements to their survey. <p>Consolidation</p> <ul style="list-style-type: none"> • How might we share our information with the class at the end? Decide on the best means for the class. (e.g. item in school newsletter, letter home to parents, poster at Tuck shop, item at assembly (poem/song /skit, etc)) • A report will also be required from each individual as a 'written assessment task' in a later lesson (Resource 11 in booklet provides a template). 	<ul style="list-style-type: none"> • Making connections to prior learning • Providing sufficient opportunities to learn • E-learning • Engaging Maori / Pasifika students and their communities. <p>Key competencies:</p> <ul style="list-style-type: none"> • Thinking • Using language, symbols and texts • Managing self • Relating to others • Participating and contributing. <p>Literacy:</p> <ul style="list-style-type: none"> • Select relevant information. • Language development and developing an understanding about interpersonal communication skill development through focussed small group discussion • Seeks feedback and makes changes based on recommendations. <p>Numeracy:</p> <ul style="list-style-type: none"> • Statistics • Gather sort and interpret survey data regarding popular healthy lunch options. <p>Te Reo:</p>
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		<p>On-going opportunities to assess Te Reo - Ko au (I, me, myself)http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Assessment-opportunities</p> <p>Te wā Kai: http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities</p>
<p>Lesson 10: Data Gathering – surveys</p>		
<p><i>Overview: Today we are surveying our chosen individuals and reviewing the information we have gathered. (HP SLO 1,2,3,4,5 E SLO 1,2,3,4 and M SLO 1,2)</i></p>		
<p>We are successful when we can:</p> <ul style="list-style-type: none"> • Demonstrate the oral, reading and written communication skills required to conduct a survey (asking people to take part, reading questions clearly, recording answers accurately/legibly, and thanking participants for their time, etc.) in English and/or Te Reo. • Reflect on our learning and identify changes we would make . <p>Te Reo Learning intentions and success criteria rubrics for Te Reo - Ko au (I, me, myself)http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Learning-intentions-and-success-criteria</p> <p>Te wā Kai using success criteria and assessment rubrics at http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Learning-intentions-and-success-criteria</p>	<p>Prepare</p> <ul style="list-style-type: none"> • See Lesson Overview for Resources <p>Connect/Activate</p> <ul style="list-style-type: none"> • Review with groups their survey sheets with introductions, questions, techniques to remember, recording information, etc. • Check what is required on the ‘Plan of Action’ sheets. <p>Demonstrate</p> <ul style="list-style-type: none"> • Surveys undertaken first with each member of the group and then with identified students/others. <p>Consolidation</p> <ul style="list-style-type: none"> • Review survey in groups using the following questions as a guide and reminding students to take turns speaking: <ol style="list-style-type: none"> 1. What went well? 2. What didn’t go so well? 3. What were some interesting things you found out? 	<p>Pedagogical links:</p> <ul style="list-style-type: none"> • Creating a supportive learning environment • Encouraging reflective thought and action • Enhancing the relevance of new learning • Facilitating shared learning • Making connections to prior learning • Providing sufficient opportunities to learn. <p>Key competencies:</p> <ul style="list-style-type: none"> • Thinking • Using language, symbols and texts • Managing self • Relating to others • Participating and contributing. <p>Literacy:</p> <ul style="list-style-type: none"> • Select and use relevant information.

<p>Evidence: to assess Taumata level 2</p> <p>Evidence: Teach and Assess social and interpersonal skills (pp. 5-14 in resource booklet). Student, Peer and Teacher assessment on-going.</p> <p>Evidence: keep student action plans, surveys and results as evidence of numeracy statistics for National Standards</p> <p>Evidence: Students reading and writing to inform judgements for National Standards.</p>	<p>4. What would you do differently next time?</p>	<ul style="list-style-type: none"> • Language development and developing an understanding about interpersonal communication skill development through undertaking a survey. <p>Numeracy:</p> <ul style="list-style-type: none"> • Statistics • Gather sort and interpret survey data regarding popular healthy lunch options. <p>Te Reo: On-going opportunities to assess Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Assessment-opportunities</p> <p>Te wā Kai: http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities</p>
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Lesson 11: Analysis/Reporting

Overview: Today we are collating and analysing our group data.

<p>We are successful when we can:</p> <ul style="list-style-type: none"> • Collate findings from our survey • Select the best way to present/display our findings • Identify patterns, trends, and relationships within the data • Make comparisons between the data • Make conclusions based on the evidence we collected. <p>Te Reo</p>	<p>Prepare</p> <ul style="list-style-type: none"> • See Lesson Overview for Resources <p>Connect</p> <ul style="list-style-type: none"> • Review 'Plan of Action' (Resource 9) section 'With our findings we will...' • Clarify what is required for each group. Report survey and class sharing will occur later. <p>Activate</p> <ul style="list-style-type: none"> • Provide Resource 10 to groups. All survey information gathered to be transferred to this. • Students collate the findings from their individual survey into a class table/graph of collective results. 	<p>Pedagogical links:</p> <ul style="list-style-type: none"> • Creating a supportive learning environment • Encouraging reflective thought and action • Enhancing the relevance of new learning • Facilitating shared learning • Making connections to prior learning • Providing sufficient opportunities to learn • E-learning.
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<p>Learning intentions and success criteria rubrics for Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Learning-intentions-and-success-criteria Te wā Kai using success criteria and assessment rubrics at http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Learning-intentions-and-success-criteria Evidence: to assess Taumata level 2 Evidence: Teach and Assess social and interpersonal skills (pp. 5-14 in resource booklet). Student, Peer and Teacher assessment on-going.</p> <p>Evidence: keep student action plans, surveys, results, reports and presentations as evidence of numeracy statistics, reading and writing for National Standards.</p>	<ul style="list-style-type: none"> • Types of presentation include: a bar graph, a histogram, a line graph and a pie chart. Students use the programme on the Word Doc to create the charts and graphs. <p>Demonstrate</p> <ul style="list-style-type: none"> • Graph data, analyse results (look for patterns, similarities and differences) and write conclusions. • Share information with one other group and with teacher. <p>Consolidation</p> <ul style="list-style-type: none"> • Using Resource 11 as a guide students are to each write a report on their survey and findings. Teacher discretion required on level of information and guidance to be provided. Students encouraged to peer review and edit their reports. 	<p>Key competencies:</p> <ul style="list-style-type: none"> • Thinking • Using language, symbols and texts • Managing self • Relating to others • Participating and contributing. <p>Literacy:</p> <ul style="list-style-type: none"> • Write a report on the survey that demonstrates an ability to express ideas and information clearly; in an organised and sequential fashion through the use of a variety of sentence structures, beginnings and lengths. <p>Numeracy:</p> <ul style="list-style-type: none"> • Statistics • Gather sort and interpret survey data regarding popular healthy lunch options • Display data in an appropriate way and share findings with others. <p>Te Reo: On-going opportunities to assess Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Assessment-opportunities</p> <p>Te wā Kai: http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities</p>
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Lesson 12: Sharing our information/conclusions

Overview: Today we are sharing our findings from the survey with the rest of the class.

We are successful when we can:

- Explain what favourite healthy lunchbox foods were identified by participants in our survey
- Identify which healthy lunchbox foods were the most popular
- Display our findings in a graph
- Present our findings clearly
- Explain our findings clearly to the class.

Te Reo

Learning intentions and success criteria rubrics for Te Reo - Ko au (I, me, myself)

<http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Learning-intentions-and-success-criteria>

Te wā Kai using success criteria and assessment rubrics at <http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Learning-intentions-and-success-criteria>

Evidence: to assess **Taumata level 2**

Evidence: Teach and Assess social and interpersonal skills (pp. 5-14 in resource booklet). Student, Peer and Teacher assessment on-going.

Evidence: keep student action plans, surveys, results, **reports and presentations** as evidence of numeracy statistics, reading and **writing** for National Standards.

Prepare

- See Lesson Overview for Resources

Connect

- Each group to review their findings in preparation for sharing with the class.

Activate

- Outline of sharing as follows:
 - 1) Two group members to share information – one to hold graph/operate powerpoint and the other to outline findings.
 - 2) Format includes: Our group members are...; Our survey was to find out...; Our bar graph shows most, least, etc.
 - 3) Questions.

- Maximum timeframe allocated e.g. 5mins

Demonstrate

- Groups to share their findings. Graphs to be placed in classroom display area/around the room.

Consolidation

- Look at the results (graphs) from each group. Which healthy lunchbox items are the most popular in our school?
- We now have a much clearer idea of what healthy lunchbox foods are most popular in our school. This will support us in our lunchbox designs.

Pedagogical links:

- Creating a supportive learning environment
- Encouraging reflective thought and action
- Enhancing the relevance of new learning
- Facilitating shared learning
- Making connections to prior learning
- Providing sufficient opportunities to learn
- E-learning.

Key competencies:

- Thinking
- Using language, symbols and texts
- Managing self
- Relating to others
- Participating and contributing.

Literacy:

- Writing and reading for National Standards and able to select, use sources of information, processes and strategies with some confidence to identify, form and express ideas.

Numeracy:

- Statistics
- Gather sort and interpret survey data regarding popular healthy lunch options

		<ul style="list-style-type: none"> • Display data in an appropriate way and share findings with others. <p>Te Reo: On-going opportunities to assess Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Assessment-opportunities</p> <p>Te wā Kai: http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities</p>
<p>Lesson 13: Action 1 – Designing a lunchbox</p>		
<p><i>Overview: Today we are designing two lunchboxes each in our groups using the class information gathered. This will help us with our final presentations.</i> (HP SLO 1,2,3,4,5 E SLO 1,2,3,4 and M SLO 1,2)</p>		
<p>We are successful when we can:</p> <ul style="list-style-type: none"> • Use the knowledge we have about the different types of foods, servings and survey to design a lunchbox full of popular healthy food items for an athlete's morning tea and lunch. <p>Te Reo Learning intentions and success criteria rubrics for Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Learning-intentions-and-success-criteria</p> <p>Te wā Kai using success criteria and assessment rubrics at http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Learning-intentions-and-success-criteria</p>	<p>Prepare</p> <ul style="list-style-type: none"> • See Lesson Overview for Resources <p>Connect</p> <ul style="list-style-type: none"> • As we want our lunchbox designs to be more like an athlete's we will require each group to name their lunchboxes after an athlete. Class to brainstorm athletes they know and list on the board. What food appropriate adjectives start with the same letter as our athlete? E.g. Dan, delicious = Dan's delicious lunchbox; Temepara, tasty = Temepara's tasty lunchbox. Groups to select two athletes for their lunchbox names. Ensure different athletes are used by each group. <p>Activate</p> <ul style="list-style-type: none"> • Review what a lunchbox should have in it? i.e. a variety of <i>everyday</i> foods. In Lesson 4 we highlighted that less occasional foods were needed and more vegetables, fruit, grains and starchy vegetables. 	<p>Pedagogical links:</p> <ul style="list-style-type: none"> • Creating a supportive learning environment • Encouraging reflective thought and action • Enhancing the relevance of new learning • Facilitating shared learning • Making connections to prior learning • Providing sufficient opportunities to learn • E-learning • Engaging Maori / Pasifika students. <p>Key competencies:</p> <ul style="list-style-type: none"> • Thinking

<p>Te Reo Evidence: to assess Taumata level 2 Evidence: Teach and Assess social and interpersonal skills (pp. 5-14 in resource booklet). Student, Peer and Teacher assessment on-going. Evidence: keep student action plans, surveys, results, reports and presentations as evidence of numeracy statistics, reading and writing for National Standards. Health assessment task –Lunchbox as evidence of ability to:</p> <ul style="list-style-type: none"> Recognise the importance of food as fuel for both students and athletes. (HP SLO 1) Apply knowledge of the different types of foods in comparing quality and quantity of food intake between students and athletes. (HP SLO 2) Design a ‘healthy lunchbox’ for an identified group using survey and information on different types of foods. (HP SLO 3) 	<p>Demonstrate</p> <ul style="list-style-type: none"> Issue Resource 12 to each group and explain how to complete using information provided from class surveys. Ensure students know they can use all of the information not just the foods listed as number one in each survey. Highlight the lunchbox servings criteria (p 17) attached for groups to use as a reference. Groups complete their lunchbox designs. <i>Note:</i> 1) <i>Where appropriate teachers may request one lunchbox design is a ‘typical kiwi lunchbox’ and the other a ‘typical lunchbox for Pacific or Asian students’.</i> 2) <i>This activity could be completed in pairs using IT skills/resources.</i> <p>Consolidation</p> <ul style="list-style-type: none"> Groups to swap their lunchbox designs with another group and assess against the lunchbox servings criteria. Guideline for feedback on each lunchbox: <ol style="list-style-type: none"> We really liked Your lunchbox has ... In your lunchbox there are too many ... and not enough ... Lunchbox designs to be gathered for teacher assessment. Amendments may need to be made after this to ensure information is correct for presentations. 	<ul style="list-style-type: none"> Using language, symbols and texts Managing self Relating to others Participating and contributing. <p>Literacy:</p> <ul style="list-style-type: none"> Writing and reading for National Standards and able to select, use sources of information, processes and strategies with some confidence to identify, form and express ideas. <p>Numeracy:</p> <ul style="list-style-type: none"> Statistics Gather sort and interpret survey data regarding popular healthy lunch options Display data in an appropriate way and share findings with others. <p>Te Reo: On-going opportunities to assess Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Assessment-opportunities</p> <p>Te wā Kai: http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities</p>
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Lesson 14-15: Action 2 – Presentation Plans

Overview: Today we are preparing to make our presentations. We need to think about what information can be used for presentation (class lunchboxes, graph information etc); who information is to be presented to; how this will be presented and ways to evaluate its success. Each of our groups will complete a ‘Presentation Plan’ and then work on their presentations. (HP SLO 1,2,3,4,5 E SLO 1,2,3,4 and M SLO 1,2)

<p>We are successful when we can:</p> <ul style="list-style-type: none"> • Explain what the foods are important for athletes and students • Identify ways to encourage others to be more critically aware of good foods • Identify actions that will encourage others to become more aware of the need to eat healthy foods at school so that like athletes they give their body the right fuel • Identify and carry out actions that encourage people to eat healthy foods at school • Evaluate the impact that our presentation has had on others. <p>Te Reo Learning intentions and success criteria rubrics for Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Learning-intentions-and-success-criteria</p> <p>Te wā Kai using success criteria and assessment rubrics at http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Learning-intentions-and-success-criteria</p> <p>Evidence: to assess Taumata level 2 Evidence: keep student action plans, surveys, results, reports and presentations as evidence of numeracy statistics, reading and writing for National standards</p>	<p>Prepare</p> <ul style="list-style-type: none"> • See Lesson Overview for Resources <p>Connect</p> <ul style="list-style-type: none"> • Refer back to Lesson 5 - bus stop question 5 on who to present to; and question 7 on ways to present information. At teacher discretion groups to either all choose the same people and the same presentation e.g. displays for each classroom in the school; or select different people and a presentation of choice. Refer Information sheet 7 for overall requirements. Teachers may wish to provide examples of presentations for the class to discuss positives and negatives. <i>Note: Ensure that a presentation of some sort is positioned in the students' own classroom.</i> <p>Activate</p> <ul style="list-style-type: none"> • Issue Resource 13 to each group and explain how to complete. Presentations could be to: <ul style="list-style-type: none"> ◦ The board of trustees, staff, senior management, whole school at assembly, school community in the school newsletter, parents at parent teacher interviews/conferencing. • How might we evaluate if people are using our information or if it has made a difference to others and to us? Examples may include feedback slips, emails, class continuum, etc. <p>Demonstrate</p> <ul style="list-style-type: none"> • Each group to complete their plan deciding on the most appropriate method of evaluation. Teacher to check off. • Presentation Plans to be worked on. <i>Note: IT components or whole projects using IT may be considered.</i> <p>Consolidation</p>	<p>Pedagogical links:</p> <ul style="list-style-type: none"> • Creating a supportive learning environment • Encouraging reflective thought and action • Enhancing the relevance of new learning • Facilitating shared learning • Making connections to prior learning • Providing sufficient opportunities to learn • E-learning • Engaging Maori / Pasifika students. <p>Key competencies:</p> <ul style="list-style-type: none"> • Thinking • Using language, symbols and texts • Managing self • Relating to others • Participating and contributing. <p>Literacy:</p> <ul style="list-style-type: none"> • Writing and reading for National standards and able to select, use sources of information, processes and strategies with some confidence to identify, form and express ideas. <p>Numeracy:</p> <ul style="list-style-type: none"> • Statistics - Gather sort and interpret survey data regarding popular healthy lunch options
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<p>Evidence: Teach and Assess social and interpersonal skills (pp. 5-14 in resource booklet). Student, Peer and Teacher assessment on-going.</p>	<ul style="list-style-type: none"> • Teacher to check off on presentation progress after each lesson • Groups to share their presentations with the class and explain how it will be used, where it will be put, and how it will be evaluated • Presentations displayed. 	<ul style="list-style-type: none"> • Display data in an appropriate way and share findings with others <p>Te Reo: On-going opportunities to assess Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Assessment-opportunities</p> <p>Te wā Kai: http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities Health assessment – summative</p>
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Lesson 16: Group reflection/evaluation

Overview: Groups/class to evaluate their presentation work. Have our findings and presentations helped other students and ourselves improve the food in our lunchboxes? (HP SLO 1,2,3,4,5 E SLO 1,2,3,4 and M SLO 1,2)

<p>We are successful when we can:</p> <ul style="list-style-type: none"> • Evaluate the usefulness, validity, reliability and rigour of the survey we conducted • Explain the new learning we have experienced as a result of the inquiry • Identify the usefulness of this new learning and how we can use it in the future. <p>Te Reo Learning intentions and success criteria rubrics for Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Learning-intentions-and-success-criteria</p>	<p>Prepare</p> <ul style="list-style-type: none"> • See Lesson Overview for Resources <p>Connect</p> <ul style="list-style-type: none"> • Reflect on evaluation data gathered on our own class. What do some of the comments say? <p>Activate</p> <ul style="list-style-type: none"> • Ask students to volunteer some of the changes they have made with their lunchboxes and why they have made these. How were these changes made? E.g. reading information/presentations. Who was involved? E.g. parents • Ask students to volunteer some of the changes they know they still need to work on. Why? What goodness would these changes provide? <p>Demonstrate</p> <ul style="list-style-type: none"> • Gather evaluation data and review as a class. With students on the mat stick comments on whiteboard under question headings for all to see (type, enlarge and cut up if time). What are 	<p>Pedagogical links:</p> <ul style="list-style-type: none"> • Creating a supportive learning environment • Encouraging reflective thought and action • Enhancing the relevance of new learning • Facilitating shared learning • Making connections to prior learning • Providing sufficient opportunities to learn. <p>Key competencies:</p> <ul style="list-style-type: none"> • Thinking • Using language, symbols and texts • Managing self • Relating to others
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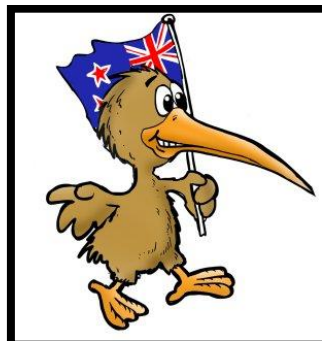
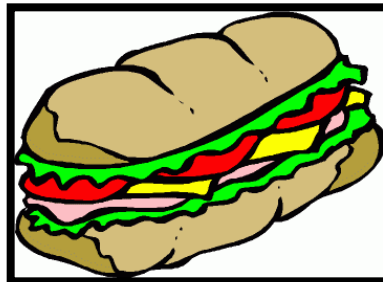
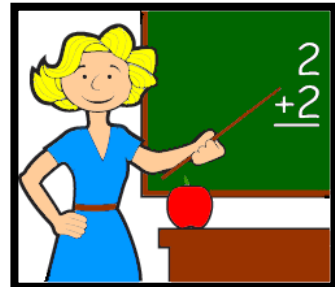
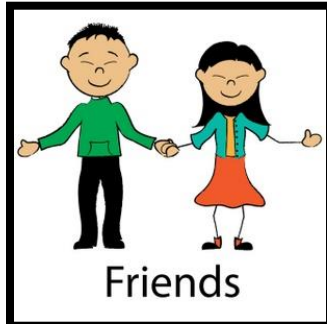
<p>Te wā Kai using success criteria and assessment rubrics at http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Learning-intentions-and-success-criteria</p> <p>Evidence: to assess Taumata level 2</p> <p>Evidence: keep student action plans, surveys, results, reports and presentations as evidence of numeracy statistics, reading and writing for National Standards.</p> <p>Evidence: Teach and Assess social and interpersonal skills (pp. 5-14 in resource booklet). Student, Peer and Teacher assessment on-going.</p>	<p>some of the comments? Positives, negatives, interesting points?</p> <p>Conclusion</p> <ul style="list-style-type: none"> • How can we continue to support other students, parents etc? Discuss and action where possible. • How will this new knowledge about healthy foods be useful to us in the future? 	<ul style="list-style-type: none"> • Participating and contributing. <p>Literacy:</p> <ul style="list-style-type: none"> • Writing and reading for National Standards and able to select, use sources of information, processes and strategies with some confidence to identify, form and express ideas. <p>Numeracy:</p> <ul style="list-style-type: none"> • Statistics • Gather sort and interpret survey data regarding popular healthy lunch options • Display data in an appropriate way and share findings with others. <p>Te Reo: On-going opportunities to assess Te Reo - Ko au (I, me, myself) http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Assessment-opportunities</p> <p>Te wā Kai: http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities</p>
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Level 2: Food for Fuel

Resources

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RESOURCE 1: Happy and Healthy



RESOURCE 2: Numbers Enlarged

1

2

3

4

5

6

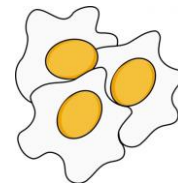
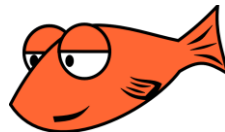
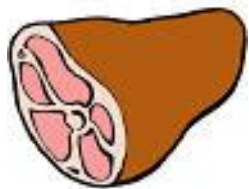
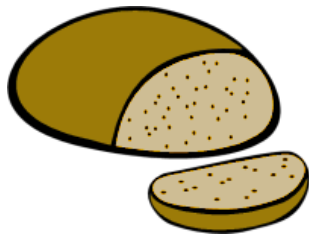
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RESOURCE 3: Different types of food



RESOURCE 4: What's in an athletes' lunchbox?

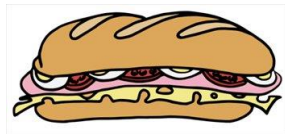
(Resource information gained from:

<https://www.nestle.co.nz/csv/communityinitiatives/autm/eatingforyoursport>

- One lunchbox design per page for each athletic sport.
- Name of sport to go on the top of the lunchbox lid.
- Pictures of food to go inside the lunchbox with words below.
- Picture of water bottle to go beside each lunchbox.
- Note also on each page regarding the fact these meal plans are examples only of what these athletes eat.
- Include one blank lunchbox template should teachers wish to change an athletic sport from the website or add their own.

Rugby Player

- Dried fruit and raw nuts
- Wholegrain bread roll with hummus, meat, lettuce and tomato
- 1 piece of fruit
- 1 pottle of yoghurt



Netballer

- Wholegrain crackers with hummus, avocado and tomato
- Low fat yoghurt and fresh fruit
- Wrap filled with hummus, canned fish and salad
- 1 piece of fruit



Triathlete

- Bran muffin
- Sushi (rice, salmon, avocado)
- 1 pottle of yoghurt
- Orange



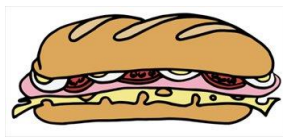
Basketballer

- 1 pottle of yoghurt and fresh fruit
- Rice with chicken and vegetables
- 1 piece of fruit



Swimmer

- Dried fruit and nuts
- Filled roll with salad ingredients (e.g. tomato, lettuce, carrot, cheese)
- 1 pottle of yoghurt
- 1 piece of fruit



Rugby League

- 1 piece of fruit
- 1 pottle of yoghurt
- Dried fruit and raw nuts
- Pasta/Rice with tuna and vegetables



Photos

Rugby



Netball



Swimming



Basketball



Triathlon



Rugby league

RESOURCE 5: Athlete lunchbox analysis

Our athletic sport in focus is:

Athlete lunchbox foods	Grain foods and starchy vegetables	Vegetables and fruit	Legumes, fish, seafood, eggs, poultry and meat	Milk, yoghurt and cheese	Occasional

Recording information

1 tick per item in the boxes that apply
If a food is occasional put a cross in the box.

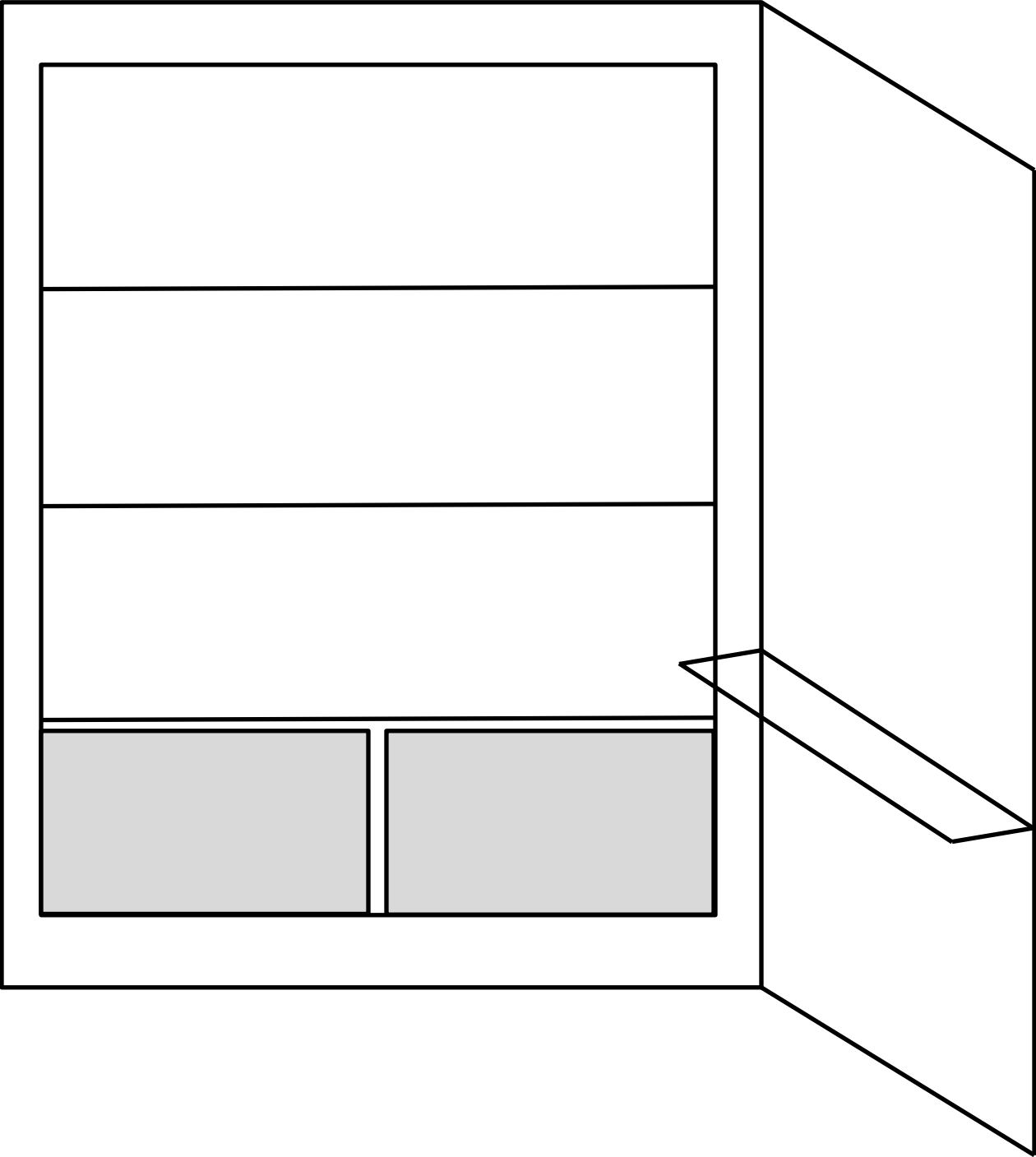
Group lunchbox analysis

Group lunchbox foods	Grain foods and starchy vegetables	Vegetables and fruit	Legumes, fish, seafood, eggs, poultry and meat	Milk, yoghurt and cheese	Occasional

Recording information

1 tick per item in the boxes that apply
If a food is occasional put a cross in the box.

RESOURCE 6: Fridge and Pantry Template



RESOURCE 7: A-Z of Healthy Foods

A	
B	
C	
D	
E	
F	
H	
I	
J	
K	
L	
M	
N	
O	
P	
Q	
R	
S	
T	
U	
V	
W	
X	
Y	
Z	

RESOURCE 9: Plan of action template

Group name:

Members of our group:

Overview
Our big question is: <ul style="list-style-type: none"> • What are people's favourite lunch box items?
Our smaller questions are: <ul style="list-style-type: none"> • Do people choose foods from the Healthy Heart Visual Food Guide? (3 questions) • Do people have a balance lunch? (3 questions) • Why do they choose these foods? (1 - 2 questions)
Our group is collecting information about:

Areas we need to check	What we need	Tick when completed
We are collecting information from:		
We are going to collect information by:		
With our findings we will:		

RESOURCE 10: Tally Chart Template



TYPES OF ...	NUMBER OF PEOPLE WHO LIKED THEM

RESOURCE 11: Report template guideline

Purpose:

The purpose of the report is to convey information gathered around popular healthy lunches and the manner in which this was undertaken.

Report title:

Introduction:

- Background to study
- Who
- What
- When
- Where

Paragraph 1:

- Designed survey on particular topic
- Type of survey
- Selected students to survey; organised time, date etc.

Paragraph 2:

- Undertook survey with students taking turns at introducing etc

Paragraph 3:

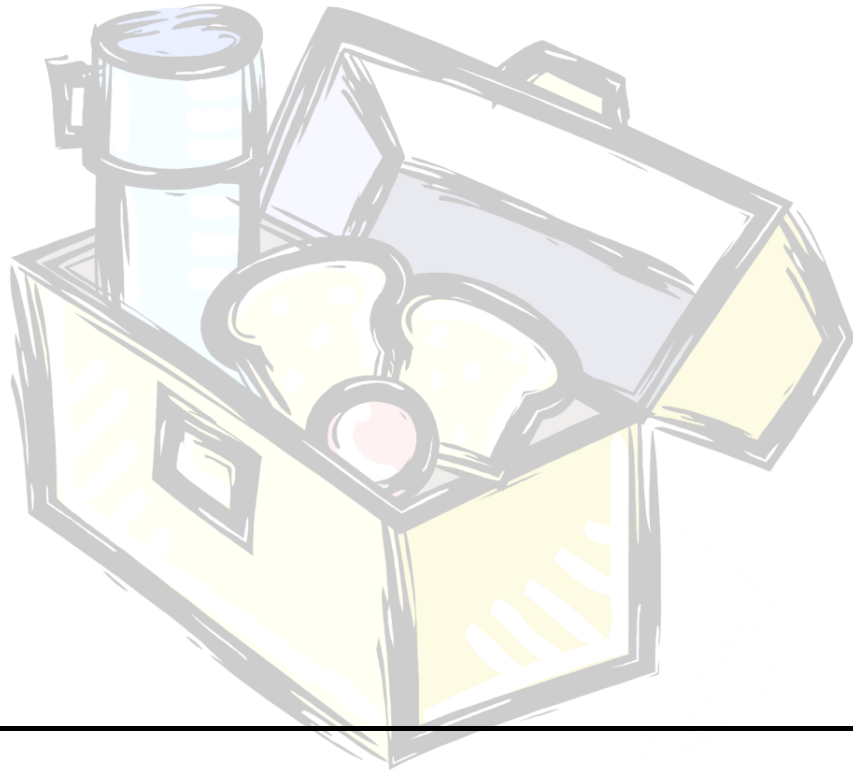
- Gathered information, displayed and analysed (maths language to be used – tally, graph, most, least)
- Results were ...

Summary:

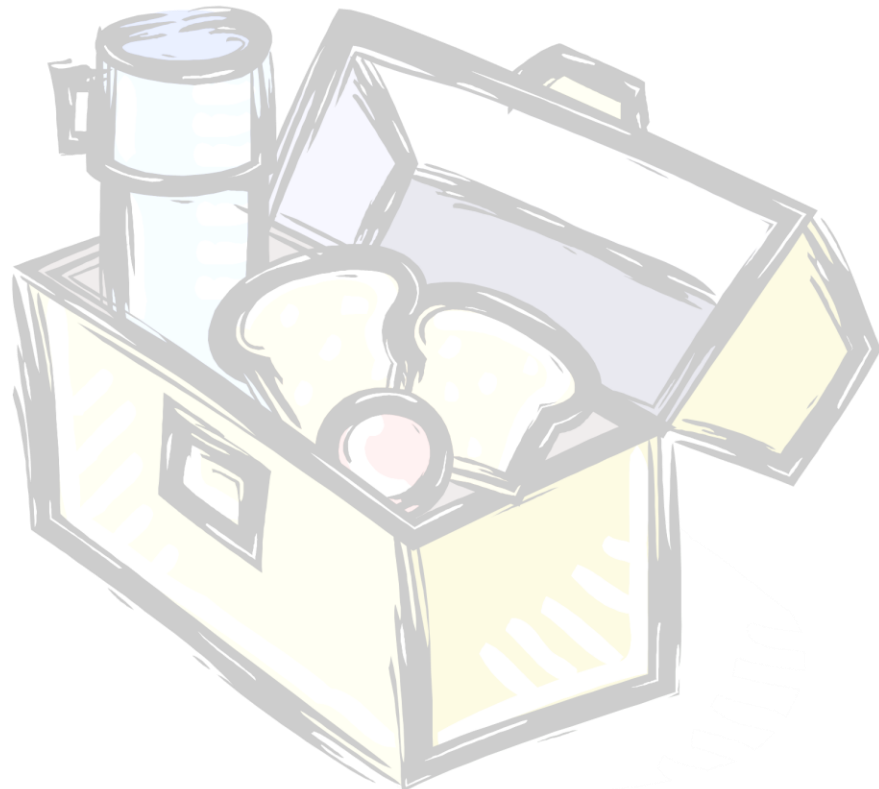
- Survey allowed us to find ...
- Shared results with class.

RESOURCE 12: Lunchbox design template

Lunchbox 1 name:



Lunchbox 2 name:



LUNCHBOX Variety



Types of foods	Lunchbox 1	Lunchbox 2
Vegetables and Fruit		
Grain foods and starchy vegetables		
Legumes, fish, seafood, eggs poultry and meat		
Milk, yoghurt and cheese		
Occasional foods		

RESOURCE 13: Presentation plan template

Group name:

We will present our class healthy lunchbox options to:

We will present them by:

QUESTIONS	PREPARE/PLAN
What information needs to go on our presentation?	
What resources do we need for our presentation? Where will we get these from?	
How do we want it to look? (Attach a draft if needed)	
	TAKE ACTION
Who do we need to ask about where our presentation can go? How will we ask them?	
What are the steps we will take in making our presentation? eg. Step 1 - Collect materials Step 2 - Allocate jobs	
	EVALUATION
How will we ask people to evaluate our project? Eg. email, post it box	<ul style="list-style-type: none"> ● Provide a post it box beside the presentation with pen and pieces of paper.
What questions will we ask them?	<ul style="list-style-type: none"> ● What new information did you learn from our presentation? ● Will you change anything about what you eat for breakfast? If so, what will you change and why?

RESOURCE 14: Group work – What Works

- 1.** For the Teacher – Group work checklist
- 2.** Student Group work – rules and agreement
- 3.** Student Feedback on group work (form)
- 4.** What group strategies are effective in your school
- 5.** Strategies for effective group work
- 6.** Essential group dynamics
- 7.** Group work: Lesson plan – An example
- 8.** Evaluation of group dynamics
- 9.** Social skills score cards – Levels 1-4

Group work – What works

INSTRUCTIONAL ENVIRONMENT & MANAGEMENT COMPONENTS FOR EFFECTIVE CO-OPERATIVE LEARNING

1. **A Positive Attitude**
Teachers need to believe that students are capable of learning. They need to have high expectations and make students accountable for meeting these expectations.
2. **Be generous with praise**
There are no failures – only opportunities to learn. Celebrate events “Birthdays” and small successes e.g. the group that listened most attentively to each other.
3. **Reward success or task completion**
Food is still a very popular award so is extra time at PE for 9 BD.
4. **Ensure your instructions and criteria for success is clear**
5. **Teach and assess the social and interpersonal skills**
These include:
 - Level 1
Building trust, listening, taking turns, looking at people when they talk, forming groups quickly and efficiently, taking responsibility for their own and the group’s behaviour, accepting and valuing differences, resolving conflict constructively.
 - Level 2
Active listening, asking questions, clarifying, constructive criticism, helping and accepting others, paraphrasing, summarizing.
 - Level 3
Interviewing, coaching, teaching, negotiating, brainstorming, building on each other’s ideas.
 - Level 4
Creative group problem solving, conflict resolution, planning and organizing, decision-making, individually negotiating curriculum and research.
6. **Use a variety of team formations**
Teacher selected groups can be your primary groupings, but you can vary this by using randomly selected and student selected groups. Students who do not work in student-selected groups may lose this privilege and be placed in teacher-selected groups or work individually on projects.
7. **Ensure your Instructional presentation follows a clear sequence of overview, explanation, demonstration, guided practice and feedback**
8. **Outline a set of Group work skills at the beginning of the year**
Write them up and display them. Handle any infractions promptly and re-teach the skill.
9. **Teach Learning strategies and problem-solving strategies**
10. **Ensure students understand their positive interdependence within the group (outcome and means interdependence)**
Students realize that they “sink or swim together”. Their responsibilities are to learn the assigned material and ensure that all members of the group learn the assigned material. The combination of goal and resource interdependence increases productivity more than goal interdependence alone or individualistic efforts.

- 11. Encourage considerable promotive (face to face) interaction**
Students are encouraging and facilitating each other's efforts to achieve, complete tasks and produce in order to reach the group's goals.
- 12. Individual accountability and personal responsibility are paramount**
Each student is held responsible by group members for contributing his or her fair share to the group's success. The teacher is no longer the fountain of all knowledge, but is a resource guide.
- 13. Ensure there is Group processing at the end of every session.**
Groups reflect on how well they are functioning by-
 - Describing what actions were helpful and unhelpful
 - Making decisions about what actions to continue or change
 - Group processing also promotes a sense of self-efficacy
- 14. Stress the importance of attendance**
Each student needs to feel that there is ownership and a responsibility to turn up. They will be answerable to their group when their absence negatively impacts on the group's ability to complete a task.
- 15. Consistency. Arrange your room so that group work can take place frequently**
Use co-operative learning regularly as "you have to sweat in practice before you can perform in concert". The skill needs to be practiced until it becomes an automatic habit pattern.
- 16. Reward often**
Use both extrinsic and intrinsic rewards.
- 17. Provide frequent specific feedback on the task**
- 18. Monitor the progress of the groups**
Keep a book that details the points and bonus points students have gained for effort and social skills as well as the task specific skills
- 19. Everyone has a role to play**
Groups need a chairperson, recorder, timekeeper, clarifier and summarizer.
- 20. Be patient**
New skills take a while to master. Students need a lot of practice before it becomes automatic.

GROUP RULES AND AGREEMENT

You will need to discuss and then write up a list of agreed rules that will govern your group. Each member of your group will need to sign the agreement below.

Points to consider:

1. A positive attitude
2. Be generous with praise for each other
3. Listen while others talk, take turns, look at people when they talk, form the group quickly, take responsibility for your own and the group's behaviour, resolve conflict constructively.
4. Remember you 'sink/swim" together.
5. Each group member is responsible to the group for contributing her fair share
6. Each group member is responsible for the outcome - they need to show up to class.
7. Be patient with those who find it difficult to understand the first time.

Group members:

List of rules for our group:

My role in this group is: _____

Signed: _____

Date: _____

FEEDBACK ON GROUP WORK

Besides each of the statements write the number that best describes your judgement.

1 = always, 2 = often, 3 = usually, 4 = sometimes, 5 = never

Individual	Grade 1-5	Group	
1. I had a positive attitude when 2. working with the group		The group had a positive attitude.	
3. I was generous with praise for others in my group		My group was generous with praise for each other.	
4. I listened while others talked		My group listened while others talked.	
5. I took my turn to contribute and talk.		We took turns to contribute and talk	
6. I looked at people when I talked to them.		We looked at people when we talked to them.	
7. I joined my group quickly.		We joined our group quickly.	
8. I took responsibility for my own behaviour		We took responsibility for our own behaviour	
9. I took responsibility for the behaviour of my group members.		We took responsibility for the behaviour of our group members.	
10. I worked together with the others to ensure that we “swam” rather than “sunk”.		We worked together to ensure that we “swam” rather than “sunk”.	
11. I contributed my fair share to the group.		We all contributed our fair share to the group.	
12. I showed up regularly to class.		We showed up regularly to class.	
13. I was patient with those who found it difficult to understand the first time.		We were patient with those who found it difficult to understand the first time.	

WHAT GROUP WORK STRATEGIES ARE EFFECTIVE IN YOUR SCHOOL?

SUMMARY:

GOALS	expectation clearly expressed (verbally and on OHT/board)
RULES	individual roles within team
OBJECTIVES	clear time allocation
UNDERSTANDING	Student behaviour - (the shy; the outcasts; the saboteur)
PLANNING	where in the unit will this fit?
WHEN?	Time of day / week / term?
ORGANISATION	environment / resources - well before the lesson
RESOURCES	an obvious one
KNOWLEDGE	development of group work skills
EVALUATE	student feedback/strategies for group work reflection - i.e. score cards; discussion; self evaluation (student & teacher)

STRATEGIES FOR EFFECTIVE GROUP WORK

- 1. Group size**
Maximum 5, 3-4 ideal.
- 2. State objectives and set goals**
E.g. give each group (4) an egg, 4 straws, 6 sheets of paper and cello tape. Design a contraption using these materials to stop an egg breaking when it is dropped from a height of 5 meters.
- 3. Identify strategies for working together (Group dynamics)**
This may be done at the start of the year or lesson to set the scene for appropriate group work (see attached ESSENTIAL GROUP DYNAMICS).
- 4. Resources**
Ensure you have enough resources for each group.
- 5. Identify roles**
Design some role - play cards, which clearly describe the job of each member of the group. e.g. Initiator - must get the group started in discussion.

Assign roles to each member of the group.

Roles can include:

Initiator: must get the group started in discussion
Reader: reads problems to the group and comes up with the first idea
Reporter: writes down group ideas
Evaluator: writes down how well the group worked together
Improver: writes down things the group could do to improve and works closely with the evaluator.
- 6. Evaluation**
After participating in a group activity evaluate how well the group worked together. Teacher can share their observations.



ESSENTIAL GROUP DYNAMICS

Below is a list of essential elements important to establishing a co-operative group. These will be important this year when working together in groups or as a class. Head up “Essential Group Dynamics” and copy the following.

1. Good leaders and followers

These people can make decisions, keep things moving and can work with others in the group to achieve goals. They should never totally dominate but look to include others opinions because these can be valuable. Good followers should offer opinions and support the leaders approach to completing a task. It should not be up to the leader alone to complete tasks.

2. Give everyone a chance

Statements like “What do you think ___” can help include others in group discussions. Always look for those who aren’t involved and help them feel accepted into your group; especially if they are people you do not generally talk to in class.

3. Be involved yourself

What you think is often what you never say because you feel others will “shame you out”. If we support others opinions and challenge opinions carefully people don’t get hurt.

4. Good groups and individuals co-operate

Identify your challenges and set goals either in debate or discussion and sort out a plan of attack. A group’s decision may not always be what you agree with. Good team members are people who can accept team decisions. (Think of some of the rules your parents sent you – you may not agree with these). Distribute the tasks so time is maximized and everyone feels involved.

Some groups argue, some debate and others discuss. Arguing can slow things and harm others. Debating and discussion provides many opinions and solutions to challenges. The most important component of all these is CO-OPERATION.

RESOURCE 15: Healthy Heart Visual Food Guide



The Heart Foundation's Healthy Heart Visual Food Guide is similar to the Ministry of Health food and nutrition guidelines for children and based on a heart-healthy eating pattern, which emphasises whole and less-processed foods. Included are plenty of non-starchy vegetables and fruit, some whole grains in place of refined grains, legumes, nuts, seeds, and other sources of healthy fats such as oily fish. It may also include unprocessed lean meats or poultry and/or dairy.

By following a heart-healthy way of eating in the right amounts, we can meet all the nutrient needs to support good health.

Children need a variety of foods to grow and thrive. A combination of foods from the Healthy Heart Visual Food Guide provides protein, carbohydrates, fats, vitamins and minerals to sustain growing bodies.

For more information go to heartfoundation.org.nz

INFORMATION SHEET 1: Hauora concept

(Information taken from Health and Physical Education online:
<http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Health-and-physical-education/What-is-HPE-about#footnote1>)

Well-being

The concept of well-being encompasses the physical, mental and emotional, social and spiritual dimensions of health. This concept is recognised by the World Health Organisation.

Hauora

Hauora is a Māori philosophy of health unique to New Zealand. It comprises taha tinana, taha hinengaro, taha whanau, and taha wairua.

Taha tinana - Physical well-being

The physical body, its growth, development, and ability to move, and ways of caring for it

Taha hinengaro - Mental and emotional well-being

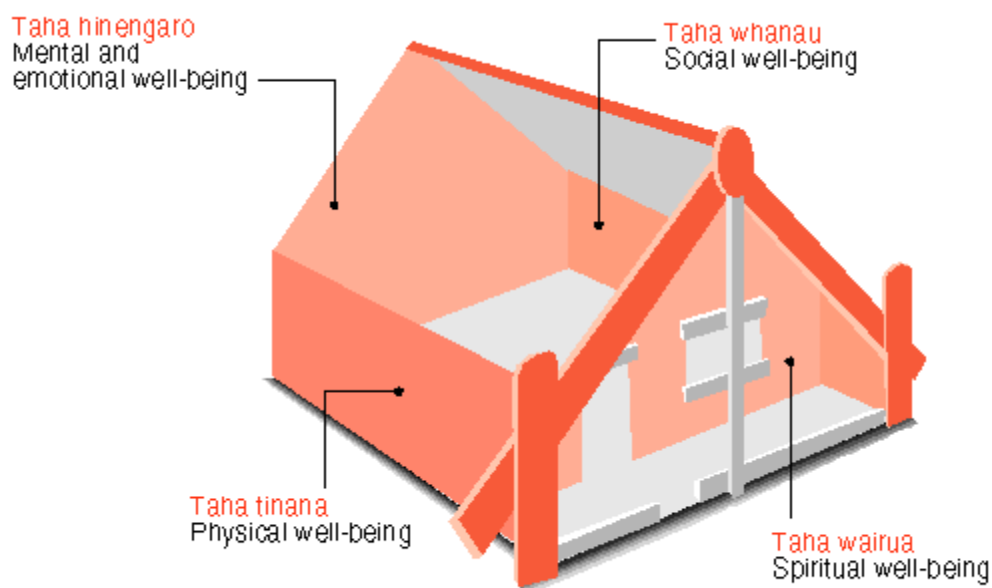
Coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively

Taha whanau - Social well-being

Family relationships, friendships, and other interpersonal relationships; feelings of belonging, compassion, and caring; and social support

Taha wairua - Spiritual well-being

The values and beliefs that determine the way people live, the search for meaning and purpose in life and personal identity and self-awareness. (For some individuals and communities, spiritual well-being is linked to a particular religion; for others, it is not.) Each of these four dimensions of Hauora influences and supports the others.



Dr Mason Durie's whare tapawha model compares Hauora to the four walls of a whare, each wall representing a different dimension: taha wairua (the spiritual side); taha hinengaro (thoughts and feelings); taha tinana (the physical side); and taha whanau (family). All four dimensions are necessary for strength and symmetry. (Adapted from Mason Durie's Whaiora: Māori Health Development. Auckland: Oxford University Press, 1994, page 70).

INFORMATION SHEET 2: Overview of different types of foods

Choose a variety of foods from the Healthy Heart Visual Food Guide every day.

VEGETABLES AND FRUIT

Vegetables and fruit are a good source of nutrients, providing energy, carbohydrate, dietary fibre, vitamins (A and C) and minerals (potassium, magnesium, calcium). These are important for growth, bowel health, repair, vision (Vitamin A), immune function and iron absorption (Vitamin C).

Examples: fresh, frozen, canned vegetables and fruit.

GRAIN FOODS AND STARCHY VEGETABLES

Grain foods and starchy vegetables provide energy, dietary fibre essential for tummy health and B vitamins.

Examples: :

Grain foods include: oats, barley, brown rice, pasta, couscous, breads, wraps, rewena, chapatti, roti, breakfast cereals, tapioca, sago, congee, quinoa, buckwheat, millet. Whole grain versions like oats and whole grain bread are the best choices.

Starchy vegetables include: potato, taro, kumara, green banana, corn, parsnip, yam, cassava

LEGUMES, FISH, SEAFOOD, EGGS, POULTRY AND MEAT

These foods contain protein which is important for growth and repair. They also contain many different vitamins and minerals including iron, zinc, and B vitamins.

Examples: : legumes (eg. chickpeas, lentils, beans, tofu, soy), fish, seafood (eg. shellfish), eggs, poultry (eg. chicken, turkey) and lean meats (eg. beef, lamb, pork, and venison).

MILK, YOGHURT AND CHEESE

Milk, yoghurt and cheese are a good source of calcium, protein and some carbohydrate. Calcium keeps our bones and teeth strong.

Examples: : yoghurt, cheese, milk (or calcium-fortified plant-based milks such as soy milk)

CUT BACK ON OCCASIONAL FOODS

Occasional foods are not part of an everyday diet. They are high in sugar, unhealthy fat, and salt. These foods should only be had once a week as they do not provide the goodness our bodies require to grow and develop.

Examples: potato chips, fast foods, chocolate, lollies, muesli bars, fizzy drinks, juice, sweet biscuits, donuts and cakes.

MAORI VOCABULARY

<http://www.learningmedia.co.nz/ngata>

Kai = food

Lunch = tina

Fruit = hua rākau

Vegetables = manga

Bread = parāoa

Rice = raihi

Meat = mīti

Fish = ika

Chicken = pīkaokao

Eggs = hēki

Nuts = nati

Milk = miraka

Cheese = tīhi

Yoghurt = miraka pē

Chocolate = tiokorete

Cake = keke

Children = tamariki

Adolescent (teenager) = tama wahine, tana tāne

Adult = pakeke

INFORMATION SHEET 3: Label reading

When comparing two similar products always look at the 'per 100g' column not the 'per serve' column as serving sizes can be different for different products.

Label reading examples:

Wheatie Biscuits*

Nutrition Information Panel

	Qty Per Serving (serve = 2 biscuits)	Qty Per 100g
Energy	537kJ	1423kJ
Protein	4.3g	11.5g
Fat, Total	0.8g	2g
Fat - Saturated	0.2g	0.6g
Carbohydrate, Total	25.7g	68.4g
Carbohydrate - Sugar	1.7g	4.4g
Fibre	3.8g	10g
Sodium	60mg	200mg

Ingredients: Wholegrain wheat (95%), Malted Barley Extract, sugar, salt, niacin, iron, thiamin (B1), Riboflavin (B2), Folic Acid.

Fruity Bits*

Nutrition Information Panel

	Qty per serve (serve = 30g)	Qty per 100g
Energy	490kj	1640kj
Protein	1.9g	6.4g
Fat, total	0.4g	1.5g
Fat, saturated	0.2g	0.5g
Carbohydrate, total	25.6g	85.5g
Carbohydrate, sugars	11.4g	38.0g
Dietary fibre	0.7g	2.4g
Sodium	141mg	470mg

Ingredients: Cereals (58%), sugar, vegetable oil, salt, colours (110, 129, 133, 100), dextrose, vitamins, minerals, natural flavours.

*Not their real names.

Comparison of the two cereals:

Nutrient	Wheatie biscuits (per 100g)	Fruity bits (per 100g)
Total fat	2g	1.5g
Saturated fat	0.2g	0.5g
Sugar	4.4g	38.0g
Fibre	10g	2.4g
Sodium (salt)	40mg	470mg

Nutrient Information

Fat - is an important nutrient for our bodies. It provides protection for our organs and insulates our bodies. It also helps fuel our bodies if our energy demands suddenly increase. However too much of certain types of fat (saturated and trans fat) is not good for us and is linked to many health problems such as heart disease.

Sugar - Carbohydrates are the main source of fuel for our bodies and sugar is one of these. However, if we eat foods with too much sugar and little other nutrients in them then our energy levels will burn out quickly. Too much sugar also contributes to tooth decay.

Fibre - is the roughage found in cereals, fruit and vegetables. It helps to flush out our systems and keep us regular.

Sodium - is an important nutrient which helps regulate the amount of fluid in our bodies. Most of our sodium intake comes from eating a healthy diet. Too much sodium can inhibit the uptake of calcium in our bodies which is important for growth and development. It can also increase blood pressure over time.

When looking at nutrient information these are good guidelines to follow:

Total fat	less than 10g per 100g
Saturated fat	less than 2g per 100g
Sugar	less than 10g per 100g (4g of sugar = 1 teaspoon)
Dietary fibre	greater than 5g per 100g
Sodium	less than 400mg per 100g

If foods do not meet the above criteria they become an 'occasional' food.

In the example above the **Wheatie Biscuits** are:

- Below the fat recommendations
- Below the sugar recommendation
- Above the fibre recommendations
- Below the sodium recommendation

In the example above the **Fruity Bits** are:

- Below the fat recommendations
- Above the sugar recommendation
- Below the fibre recommendation
- Above sodium recommendation

INFORMATION SHEET 4: Bus stop activity

1. A healthy lunchbox helps us to ...
2. How can we find out if a lunchbox is healthy?
3. What kinds of foods are in an athlete's lunchbox?
4. What kinds of foods are the best foods for our lunchboxes?
5. Who could we help with this information? Consider who buys the food at home, who makes the lunches and who eats the lunches.
6. Do all we all like the same food? How could we find out what healthy foods our class and others like?
7. How could we present this information to others?

Additional information

Question 5

Look at the range of people involved in making decisions for students about their lunches. Highlight the importance of helping all these people with our knowledge. There is little point in only the people eating the lunches knowing what is healthy without the person making the lunches also knowing. This is similar to the interconnectedness of the Hauora model where if we only look after one or two walls overall things will not work so well.

Question 6

'Ask others' is the answer we are looking for (or survey). Have students consider who/where we could gather information from. The class needs to decide on whether they will look at surveying a sample of students in the school (including each other), a particular class/age group, or even students and teachers. Discuss and decide on how to approach this eg. 2 students per year group - 1 boy and 1 girl. Teacher needs to approach the other class teachers and okay this. Content of survey will be looked at in subsequent lessons.

Question 7

Suggestions may include:

- Designing different lunchboxes based on favourite foods of those surveyed. Use chosen athlete's names for each lunchbox eg. Dan's Delicious Lunchbox Delights.
- Create a leaflet for parents/students to put in the newsletter.
- Creating a large display chart for the office/use as a teaching resource which shows healthy food for the pantry/fridge with lunchbox examples alongside.
- Create a power point for school assembly to report on findings and provide useful information for students.
- Present information to parents using one of the above as a reference.
- Create a class display to ensure we are reminded of the 'healthy lunchbox options' we have learnt about.

INFORMATION SHEET 5: Survey questions and introduction

Question 1 - Rating Scale

Below is a list of different sports. Please put a 1 beside your favourite sport on the list; a 2 beside your second favourite sport; and a 3 beside your third favourite sport.

- Rugby
- Cricket
- Netball
- Hockey
- Swimming
- Dancing
- Gymnastics
- Soccer
- Basketball
- Softball

Question 2 - Open Ended Question

What is your favourite sport?

What is your second favourite sport?

What is your third favourite sport?

Survey introduction

My name is/Our names are ...

In Room ___ we are gathering information about ...

Our group is surveying people to find out ...

Thank you for helping us with our survey.

INFORMATION SHEET 6: Presentation Plan template

Group name: Awesome Apples

We will present our class healthy lunchbox options to... Room 3

We will present them by... displaying information on a poster and presenting the poster to Rm3

Questions	PREPARE/PLAN
What information needs to go on our presentation?	<ul style="list-style-type: none"> • Why is the food in our lunchboxes so important? • Why should our lunchboxes look like an athletes' lunchbox? • What kinds of foods are the best foods for our lunchboxes? eg. from the Visual Food Guide; different examples • Different lunchbox design options based on most popular healthy foods survey.
What resources do we need for our presentation? Where will we get these from?	<ul style="list-style-type: none"> • Information from bus stop activity • Survey findings from each group • Lunchbox designs from each group • Large cardboard for display • Sellotape, vivids, felts, cut out pictures, etc
How do we want it to look? (draft if needed)	<ul style="list-style-type: none"> • Bright, colourful, easy to read, not too much text.
TAKE ACTION	
Who do we need to ask about where our presentation is allowed to go? How will we ask them?	<ul style="list-style-type: none"> • Classroom teacher/students (arrange a time to ask in person)
What are the steps we will take in making our presentation? eg. Step 1 - Collect materials Step 2 - Allocate jobs	Step 1 - As classroom teacher/students Step 2 - Collect materials/information for display Step 3 - Draft a plan of display Step 4 - allocate jobs for each group member to do Step 5 - complete jobs Step 6 - complete display
EVALUATION	
How will we ask people to evaluate our project? E.g. email, post it box	<ul style="list-style-type: none"> • Provide a post it box beside the display with pen and paper attached.
What questions will we ask them?	<ul style="list-style-type: none"> • What new information did you learn from our presentation? • Will you change anything about what goes in your lunchbox? If so, what will you change and why?

INFORMATION SHEET 7: Rubric Assessment

Health Assessment:

Beginning	Developing	Competent
Requires support in identifying different types of foods.	Demonstrates some knowledge of different types of foods.	Demonstrates excellent knowledge of different types of foods.
Requires support in designing a healthy lunchbox and accurately choosing a variety of <i>everyday</i> foods.	The majority of foods used in designing a healthy lunchbox are a variety of <i>everyday</i> foods.	Effectively and accurately uses a variety of <i>everyday</i> foods to design a healthy lunchbox.
Limited accuracy in presentation of healthy lunchboxes.	Most healthy lunchbox information is presented accurately with evaluation feedback discussed.	Healthy lunchbox information accurately presented and evaluation feedback discussed.

Writing assessment:

Beginning	Developing	Competent
Limited structure to report.	Structure to report is evident but not fully inclusive of each component.	Clearly defined structure to report including title, introduction, paragraphs and summary.
Report introduction incorporates two or less of the four components.	Report introduction incorporates three of the four components – why, what, who and where.	Report introduction incorporates all of the components - why, what, who and where.
Information is limited in clarity with minimal sentence structure variety and sequencing accuracy.	Information is conveyed clearly with some variety in use of sentence structures and is sequenced accurately through most of the report.	Information is conveyed clearly through use of a variety of sentence structures and is sequenced accurately.
Limited/no nutrition specific language is used throughout the report.	Incorporates some nutrition specific language into the report.	Accurately incorporates nutrition specific language into the body of the report.

Reading assessment:

Beginning	Developing	Competent
Support is required in gathering, reading and using nutrition information in order to meet specific criteria (see Resource 12).	Most nutrition information is able to be gathered, read and used accurately against specific criteria (see Resource 12)	Nutrition information is able to be gathered, read and used accurately against specific criteria (see Resource 12)

Maths assessment:

Beginning	Developing	Competent
Requires support in gathering and sorting data.	Uses an appropriate method of gathering and sorting data.	Effectively uses an appropriate method of gathering and sorting data.
Limited graphing elements are present and used appropriately in data displays.	A significant number of graphing elements are present and used appropriately in data displays.	All elements of graphing data are present (eg.title, axis labels) and used appropriately in data display.
Limited accuracy in conclusions drawn.	Some accuracy present with conclusions drawn. Concepts most and least are used.	Accurate conclusions are drawn using the concepts of most and least.



This resource was developed by the Heart Foundation in conjunction with Cognition Education and funded by the Ministry of Health.

Thank you to the following people for their input into developing these comprehensive resources:

Sheryl Firth, Tista Lythe, Katherine Curnow and Therese Ireland-Smith – Cognition Education

Jenny Stewart, Delvina Gorton – Heart Foundation

Rebecca KauKau

Paul Engles – St Mary's School, Northcote

Sam Holt and Laurayne Tafa – Homai Primary School, Manurewa

Evelyn Stanley – Pasifika Education Centre

Selwyn Tupou – Pasifika Education Centre.

Updated 2019

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