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| *Australian Curriculum* Unit Plan: A healthy me | | |
|  | Learning Area: HPE | Year Level: Year 3 and 4 |
| Consult the curriculum | Relevant Aspects of the Achievement Standard:   * Students interpret health messages and discuss the influences on healthy and safe choices. * Students use decision making and problem solving skills to select and demonstrate strategies that help them stay safe, healthy and active. | |
| Relevant Content Descriptors:   * Identify and practise strategies to promote health, safety and wellbeing (ACPPS036) * Discuss and interpret health information and messages in the media and on the Internet (ACPPS039) | |
| Focus area/s:   * Food and nutrition | |
| Plan for learning | Learning Goals:  **Know:**   * food groups and recommendations for healthy eating   **Understand:**   * strategies for planning and maintaining a healthy, balanced diet   **Do:**   * design healthy options for snacks, meals and drinks | |
| Evidence of learning: *What will students do, say or produce that indicate they have learnt what you intended?*   * defines the term snack and identifies snacks as sometimes or everyday foods * identifies the place of snack foods in a balanced diet * discusses reasons for choosing foods * proposes strategies to include healthier snack options as part of their diet * designs a recipe for a healthy snack option | |
| Describe key learning experiences | Learning Sequence   * Explore the Australian guide to healthy eating and discuss what constitutes a snack and how it fits into the healthy eating plate * Discuss different types of snacks and why snacks play an important role in our diet – maintain energy levels etc. * Discuss:   + what makes a snack an everyday food?   + what makes a snack a sometimes food?   + when is it OK to eat a snack? Why?   + why is it important to eat a variety of foods? * Class snack creation: prepare and taste a number of different healthy snack options and discuss what makes them healthier options. * Group work: create their own snack to share with the class. | |
| Reflect on the unit | Reflection | |