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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.
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| 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)
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| Focus area/s: * Food and nutrition
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| 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
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| 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
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| 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.
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| Reflect on the unit  | Reflection |