Health Unit Plan

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| Unit Title:  Healthy Eating and Healthy Lifestyles | Grade:  3/4 | Number of Lessons:  9 |

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| Big Idea:  Healthy Eating and Lifestyles | Essential Questions:   * What does it mean to eat healthy? * What is the Canadian Food Guide? * How can I use the Canadian Food Guide to create balanced and healthy meals/food choices? * What do food labels tell us? * What are key nutrients that my body needs? * How does my immune system work? |

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| Topic: | Time Frame: | Materials: |
| Outcomes/Indicators:  **USC3.1**  Determine the role of a variety of healthy foods and physical activity on the health and development of the mind, body, and immune system.   1. Investigate the basic role of the immune system (to fight illness and/or infection)   c) Predict and then investigate what happens if the immune system is not healthy/not working properly.  e) Begin to distinguish between fact, opinions, misconceptions, and preferences regarding healthy foods and physical activity.  f) Determine that foods provide essential nutrients for health (intro to Canada’s Food Guide).  i) Analyze personal food choices for possible consequences on the mind and body (sugary foods lead to tooth decay, water makes it easier to concentrate)  **USC4.1**  Assess what healthy eating and physical activity mean for pre/adolescence.  a) Examine personal, past, and present knowledge about healthy eating and physical activity.  b) Investigate personal, family, community, and cultural factors that influence healthy eating.  c) Discuss factors of healthy eating over which one has control.  d) Explain the importance of particular eating practices, including drinking water as a thirst quencher and eating breakfast.  e) Demonstrate an understanding of healthy food choices and serving sizes that support good health.  f) Investigate personal, family, community, and cultural factors that influence physical activity.  g) Review the health benefits of regular physical activity and the health risks of inactivity for pre/adolescence.  k) Investigate personal changes that need to be made for better nutrition and appropriate amounts of physical activity. | Overview:  Lesson 1:  Intro to Canada’s Food Guide  Healthy Eating Goals  Lesson 2:  Nutrients, Food Labels and Nutrition Facts Label  Lesson 3:  Food in Media, Media Influences  Lesson 4:  Healthy Eating Influences  Lesson 5:  Eating Cues, Food Choices in Different Places  Lesson 6:  Healthy Eating and Active Living  Lesson 7:  Physical Activity  <https://www.youtube.com/watch?v=-lxg-35Xo_o>  <https://www.canada.ca/en/public-health/services/being-active/children-physical-activity.html>  Activity- make a flip book about 5 facts to do with physical activity  Lesson 8:  Immune System  Video:  <https://www.youtube.com/watch?v=24IYt5Z3eC4>  Info:  <https://www.ducksters.com/science/biology/immune_system.php>  Quiz:  <https://www.ducksters.com/science/quiz/immune_system_print.php>  Lesson 9:  Summative – make a short information booklet about 3 main topics/facts that was brought up in the unit. | Assessment:   1. Rubric for Meal Planning Activity 2. Formative – walk around and check the activity pages as the students do them 3. Have students mark their own answers or have them switch seats and mark a classmates 4. Have students share their ideas for each box. Record marks for each box that each student shares. 5. Formative – walk around and check the activity pages as the students do them 6. Share posters that each student makes. Have them explain their poster. Mark for poster (creativity and info) and speaking/presenting. 7. Present flip books – mark information and presentation 8. Go through quiz as a class, go over any questions or wrong answers that students had 9. Summative rubric for information booklet |