



HEALTH AND PHYSICAL EDUCATION UNIT PLAN

Term:	Year:	Class:	Duration:	Context / Topic:
Personal Health and Physical Development (Strand A) - Levels One and Two				
UNDERLYING CONCEPTS:	Hauora	Attitudes and Values	Socio-ecological Perspective	Health Promotion
KEY AREAS OF LEARNING:	Mental health	Sexuality education	Food and nutrition	Body care and physical safety
Physical activity	Sport studies	Outdoor Education		
STRAND A: PERSONAL HEALTH AND PHYSICAL DEVELOPMENT ACHIEVEMENT OBJECTIVES – Level 1 <i>Students will:</i> A1 Personal growth and development - Describe feelings and ask questions about their health, growth, development, and personal needs and wants. A2 Regular physical activity - Participate in creative and regular physical activities and identify enjoyable experiences. A3 Safety management - Describe and use safe practices in a range of contexts and identify people who can help. A4 Personal identity - Describe themselves in relation to a range of contexts.			STRAND A: PERSONAL HEALTH AND PHYSICAL DEVELOPMENT ACHIEVEMENT OBJECTIVES – Level 2 <i>Students will:</i> A1 Personal growth and development - Describe their stages of growth and their development needs and demonstrate increasing responsibility for self-care. A2 Regular physical activity - Experience creative, regular, and enjoyable physical activities and describe the benefits to well-being. A3 Safety management - Identify risk and use safe practices in a range of contexts. A4 Personal identity - Identify personal qualities that contribute to a sense of self-worth.	
GLOBAL LEARNING INTENTIONS – Level 1 <i>The children are learning to:</i> <ol style="list-style-type: none"> Develop an understanding of nutrition, exercise and personal well-being Identify their own feelings and express their own personal needs and wants Set personal goals that encourage good health and well-being Identify challenges that inhibit personal goals being achieved and develop a range of ideas that help overcome these challenges 			GLOBAL LEARNING INTENTIONS – Level 2 <i>The children are learning to:</i> <ol style="list-style-type: none"> Develop an understanding of how nutrition, exercise and well-being are related Develop their own values, attitudes, behaviours and actions Set, evaluate and achieve realistic personal goals Develop constructive approaches to challenge, skills of self-discipline and a range of practical life skills 	
HOMELINK ACTIVITIES: Healthy Heroes pamphlets and information for parents provided Grow a vegetable garden at home. Complete a grocery list together before shopping.			MAINTENANCE /REVIEW A weekly review of the children's progress will be conducted. The children will bring their pink books in for signing by the teacher in charge. The teacher will sign each individual child's passport to recognise their efforts in maintaining a regular checklist of activities completed.	

VALUES	Excellence		KEY COMPETENCIES	Using Language, Symbols and Texts	✓	SPECIAL NEEDS AND CONSIDERATIONS	What areas need special consideration? Children:	
	Innovation, enquiry and curiosity			Managing Self	✓		Learning Gaps:	
	Diversity			Relating to Others				
	Equity			Participating and Contributing	✓			
	Community and Participation	✓		Thinking				
	Ecological Sustainability							
	Integrity	✓						
Respect								
ICT e-Learning	Inspiration and Other Programmes	✓	OTHER CURRICULUM LINKS	English		ASSESSMENT	Pre-test (Diagnostic)	
	Video Conferencing			Technology			Post-test (Summative)	
	Internet Research			Social Sciences			Sample	
	Digital Camera/Video	✓		Science			Observation	✓
	e-mail/Fax/Phone/Scan	✓		The Arts(Music/Dance/Drama/Visual)			Self Assessment	✓
	i-Pad/Podcasts	✓		Mathematics and Statistics			Peer Assessment	✓
	Publisher/Excel/PowerPoint	✓		Learning Languages			ARB's	
	Computer/Word Processing	✓		EOTC			Other e.g. Exemplars, asTTle, etc	

	<p>set goals for personal bests either with time or the number of reps at each station. Remember to warm up before starting.</p>
<p>Maths and Statistics</p>	<ol style="list-style-type: none"> 1. Graphing – Create classroom display graphs of how many hours sleep the children get, how much regular exercise they do, types of food the children eat, favourite activities to stretch the mind, and activities or ways the children help others. Learn about various graphs such as pie graphs, line graphs and bar graphs. Use Excel to export data in the form of a chart. Learn how to create a chart. 2. Tally charts – of each task required within the programme. Used to maintain focus of activities completed each week and help others stay motivated. These can be kept as a wall display in the class. 3. Venn Diagrams – Use results from various surveys to create Venn diagrams. Compare and group listed ideas into groups that reflect healthy practise as well as what is enjoyable and not. 4. Measurement – Time. Calendar days, length of time in minutes and hours, how to work out hours awake and sleep, day and night, analogue and digital clocks. Length. Measure body. Growth charts, height comparisons. 5. Statistics – Probability. Predict how many children will complete the programme and the ratios associated. Work out values using fractions and decimals. (Stage 6-8)
<p>Science</p>	<ol style="list-style-type: none"> 1. Growing vegetables – Plant seeds and grow a variety of vegetables for the class to grow and then eat – make a soup 2. Make a sprout head – Conduct an experiment to determine factors for best growing vegetables. Inquiry of the conditions, and phenomena required to assist growth and development. 3. Kitchen Chemistry - use basic household items to conduct a variety of experiments such as bread making, baking soda and vinegar. 4. Mixing and dissolving – conduct experiments using sugar and salt to determine how much sugar is in drinks and other foods. Make sugar crystals and clean copper coins using coke. 5. Human body – study of the human body and how it changes. Study physical features as well as the effects caused by outside influences such as food types, exercise and hygiene.
<p>Literacy</p>	<ol style="list-style-type: none"> 1. Reading – Ready to Read series, School Journals, Junior Journals can be sourced to read with the children and provide follow up activities. (Guided Reading) Shared stories – 'James and the Giant Peach' by Roald Dahl, Big Books, 2. Writing – Procedural, Informative and poetic. Recipes, instructions, lists, comic strips, brochures, menus, labels and packaging, advertisements, spelling lists, vocabulary building, diary entries, poems, songs and jingles, and puzzles. Create a comic strip using one of the Healthy Heroes characters. 3. Oral language – Contributing to class discussions. Building vocabulary by experiencing events such as making sandwiches and exercise activities. Create word walls or large charts of words for the children to use in other writing tasks. Follow a set of instructions to make a healthy snack or drink. Prepare a speech about the importance of having healthy habits. 4. Visual Language – Signs and symbols associated with fast food outlets – discuss the power of advertising. <ol style="list-style-type: none"> i) Make a poster to advertise healthy habits. ii) Make simple signs for around the class to remind children of their responsibilities. iii) Create new labels for food items that would be interesting to children and encourage them to want to buy it. iv) Make a short video about promoting healthy habits for children. (Use digital technology to assist) v) Children to make a power point based on one of the tasks of the programme.

<p>Technology</p>	<ol style="list-style-type: none"> 1. Technologies for cooking – how do different cultures use different technologies for cooking their food? 2. Design and Technology – invent new packaging for food, ways for people to exercise, invent toys or games for relaxation, new storage solutions for foods, fridge designs, 3. Biotechnology – make bread, ginger beer or yoghurt (fermenting and brewing). Visit a supermarket or a bakery. 4. Distribution and processing – visit a local supermarket and discuss ways foods are distributed and processed to get to the communities they need. How is packaging and transport included in this process?
<p>The Arts</p>	<ol style="list-style-type: none"> 1) Visual Arts – <ol style="list-style-type: none"> a) Printmaking – use vegetables and fruits to cut out shapes to print with using a variety of coloured paint or printing ink. b) Drawing – still life of fruit or vegetables. Sketching and drawing techniques using pencil or charcoal. c) Painting – Study of famous painters of still life fruit -Paul Cezanne. Copy a part of the painting or the entire work. d) Fabric and fibre – create fabric collage to recreate an image of fruit or vegetables. e) Construction – Make a board game out of recycled objects. Create a model of healthy foods, or people playing games. 2) Drama <ol style="list-style-type: none"> a) Plays b) Freeze frames of situations such as how we can help others, overcoming the challenges faced during the programme c) Mini production for presentation to the school based on Healthy Heroes themes 3) Dance – Dance units can be found on the website http://artsonline.tki.org.nz/ Jump Jam programme will encourage all children to dance and get a physical workout at the same time. 4) Music – Different cultures songs about healthy eating and well-being Movement to songs, Creating melodies and patterns. Record songs written by the children about Healthy Heroes. Children to write and record a rap or a simple song to encourage all children in NZ to take part in this programme. Use digital technology to record this and play at assemblies or via websites.
<p>Languages – Te Reo Maori</p>	<ol style="list-style-type: none"> 1) Vocabulary building – Create flash cards for foods, games, body parts, and items around the house (bed, clock etc) Play matching games such as snap with flash cards or memory. 2) Sentence building – He aha tou pirangi? (What do you want?) use this sentence structure to help the children identify their needs using the vocabulary taught in previous lessons eg He aporo taku pirangi. (I would like an apple.) 3) Te Reo Kori – Movement and dance through learning games and pass times of the Maori (hand games, stick games, poi, mau rakau) 4) Puzzles – create matching puzzles with English and Te Reo Maori words. Cut up pictures and words to paste in correct place. 5) Technology of Maori – Look at how pre European Maori stored their gathered food and protected it from the elements. 6) Te Ao Maori – Concept of Tapu – when and where is it appropriate to eat food, how did they use this concept to keep people safe from disease or illness (no sitting on tables, and washing hands when leaving a cemetery) How Marae were organised – paa sites and buildings, location for best quality of living. 7) Learn how to sign different phrases to encourage better communication and help others who are deaf. 8) Begin learning simple words and key vocabulary associated with Healthy Heroes programme.

Sign Language			
Social Science	1) Study of popcorn - http://education-for-enterprise.tki.org.nz/Resources-tools-templates/Primary-school-resources/The-popcorn-shop This unit is available on line. 2) Marae culture – hosting and catering a small lunch for a group of visitors on the marae. http://education-for-enterprise.tki.org.nz/Resources-tools-templates/Financial-capability/Resources/Marae-caterers		
EOTC	1) Visit local Marae 2) Plan a day trip to a park with a long walk in between and other physical activities and games. 3) Walk along a walking track, pack a picnic lunch for the children to share. 4) Plan a helping others day – going to the local kindy for a play with the other children 5) Sailing trips – learning to sail 6) Rock climbing (indoor or outdoor) 7) Plan a fun day – See attached		
GROUPS – INDIVIDUAL NEEDS AND ABILITIES (based on assessment prior to unit or Overall Teacher Judgement):			
FORMATIVE NOTES			
Assessment Method (How will I assess the Success Criteria? How can learning achievement be measured?)			
BEFORE THE UNIT <ul style="list-style-type: none"> Attitude surveys KWHL charts Pre-Test Teacher observations and judgements 	DURING THE UNIT <ul style="list-style-type: none"> Work samples Observations Booklet mid-way observation/evaluation Review 	AFTER THE UNIT <ul style="list-style-type: none"> Attitude survey Post-Test Teacher Observation and judgement Review Worksamples 	
UNIT EVALUATION			
CHILDREN'S LEARNING	PERSONAL TEACHING	FOR FUTURE PLANNING Next learning steps:	

Suggested Healthy Heroes Adventure Day

Healthy Heroes practical introduction day!

This is a practical day for the children to learn what the programme is all about. The day will provide the opportunity for the children to see firsthand what it means to be a healthy Hero!!!

Date: Could even be in the first week of the HH.

Objectives for the day: the children will learn about,

Food – teaching about food pyramid- making healthy lunch

Mind – Team building games and puzzles

Physical – 30 min walk, exercise at Clip and Climb 1 hour

Helping others – Finding opportunities during the day (Picking up rubbish, helping or supporting someone. Adults to role model and point out opportunities.

Sleep- Homework, set Bed time sleep 8-10 hours.

Time table for the day (sample):

9.00am	Teaching around food Pyramid. Kids make their own lunches- With Ingredients supplied
	Team building games in class – prepare for day
10.30am	Leave school walk to Washington park
	Team building games in Washington park
12.00pm	Clip and Climb
1.15pm	leave Clip and Climb to have lunch in Washington Park (if wet have lunch in room at Clip and climb)
1.15-1.45pm	Lunch at Washington park
1.45-2.12pm	Team building games Washington park
2.15 pm	walk back to school
	Back at school- Reflect on and review day.
3.00pm	Home time.

Highly recommended resource

HH Health&PhysicalEducationUnitPlan(Banks Ave example)

Healthy Eating, Healthy Living by Judith Drysdale. Published by Essential Resources and is available for all teachers to purchase on line. There are 3 books in total (\$44.95 each and are available as an e-book). www.essentialresources.co.nz/Products.aspx