

UNIT PLAN

3



Fulfil
a lifetime

Curriculum Level 3 Unit Plan

Breakfast Nutrition



An inquiry-based unit plan that aims to engage students in exploring and developing an understanding of the importance of a healthy breakfast in relation to performance in sport.

This unit provides links to reading, writing and mathematics standards and Te Reo.

Level 3: Breakfast Nutrition

Lesson Overview

From Unit Plan

Lesson 1: Introduction/Hauora concept	8
Resources:	
<ul style="list-style-type: none"> • Laminate, copy, cut up and jumble Resource 1 – Storyboard pictures – one copy per group • Recording paper for each group • Diagram of Hauora on A3 sheet or diagram on smartboard/whiteboard – Information sheet 7 	
Lesson 2: Hauora, sport and food (HP SLO 1,4 E SLO 3,4)	9
Resources:	
<ul style="list-style-type: none"> • Information sheet 1 – Scenario • Information sheet 2 – Breakfast truths • A3 paper for each group 	
Lesson 3: Knowledge Attack 1	10
Resources:	
<ul style="list-style-type: none"> • Resource 2 – Four Food Groups activity (own source of pictures may be used instead) • A3 sheet with five columns (one for each group) • Information sheet 3 – Four Food Groups overview • Resource 3 – Breakfast around the world • Food for Thought – Nutrition Information Sheets available to download on http://www.foodforthought.co.nz/ • Healthy Food Guide (HFG) serving size resource – download, print and laminate for class reference - http://www.healthyfood.co.nz/tools/downloads/what-does-a-serving-look-like. Set up a classroom display around breakfast. Add different activities completed throughout the unit as well as other resources gathered • Resource 2. Copy, cut and shuffle for group work and also one for whole class display 	
Lesson 4: Knowledge Attack 2	12
Resources:	
<ul style="list-style-type: none"> • Resource 4 – Label reading examples/information • Resource 5 – Breakfast food analysis • Posters for class displays available at http://www.foodforthought.co.nz/programme-outline/posters • Coloured play-dough, small amount of sugar, kitchen scales • Sugar and fat charts are available as an ongoing teaching resource. They are in English and Te Reo and can be purchased from: http://www.tehotumanawa.org.nz/nutrition-and-physical/resources.cfm • Collect a variety of breakfast food packets e.g. cereal, bread packets, yoghurt, milks etc. • Copy Resource 4 and 5 for each student. • Enlarge a copy of Resource 5 for class display. 	
Lesson 5: Problem/essential question	13
Resources:	
<ul style="list-style-type: none"> • A3 paper for bus stop activity • Information sheet 4 – Bus stop activity • Resource sheet 4. 	

Lesson 6: Plan	14
Resources:	
• Folder for each group to gather data etc.	
• Information sheet 5 – Plan of action example	
• Resource 6 – one copy for each group.	
Lessons 7-8: Preparing for an interview	16
Resources:	
• School Journal, Pt. 4, 1, 2003	
• Interview sheets (to be finalised in session)	
• Melodie Robinson, Black Fern SJ, Pt. 4, 1, 2003	
• Interview sheets to be constructed and copied for each student.	
Lesson 9: Data gathering and analysis practice	17
Resources:	
• A3 paper	
• Completed interview sheets from each group required.	
Lesson 10: Data Gathering/Interviews	19
Resources:	
• Ensure interview times have been confirmed with each athlete	
• Copy enough interview sheets for each group.	
Lesson 11: Analysis Part 1	19
Resources:	
• Resource 7 – Four Food Group Analysis	
• Resource 5 – Breakfast Food Analysis	
• Steps for analysis: Collate findings and discuss how best to analyse and present the collective data in order to show a summary. Refer to TKI Digistore for additional support. Information sheet 8 also provides some examples. Students may choose to present data using Microsoft Excel or Word doc.	
Lessons 12-13: Analysis Part 2/Conclusions	20
Resources:	
• Resource 5 – Refer lesson 4	
• Resource 7 – Breakfast Food Analysis	
• Large copy of Resource 5 and 7.	
• Ensure additional label information for assessing foods is available.	
Lessons 14-16: Action - Where to from here?	22
Resources:	
• Resource 8 – Presentation Action Plan	
• Information sheet 6 – Presentation Action Plan example	
Lesson 17: Evaluation	23
Resources:	
• Resource 9 – Group evaluation. One copy per group	
• Evaluation data to be gathered.	

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Purpose: To engage students in exploring and developing an understanding of the importance of good nutrition in relation to performance in sport.		
Curriculum Level(s) 3		
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	<p>Health</p> <p>Personal Health and Physical Development <i>Personal growth and development</i> Identify factors that affect personal, physical, social and emotional growth and develop skills to manage changes.</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of good nutrition in relation to breakfast and playing sport (HP SLO 1) • Identify and justify the best breakfast choices for athletes and for themselves. (HP SLO 2)
	<p><i>Personal identity</i> Describe how their own feelings, beliefs and actions and those of other people contribute to their personal sense of self-worth.</p>	<ul style="list-style-type: none"> • Evaluate and explore the impact their breakfast findings and recommendations have on others. (HP SLO 3)
	<p>Healthy Communities and Environment <i>Societal attitudes and values</i> Identify how health care and physical activity practices are influenced by community and environmental factors.</p>	<ul style="list-style-type: none"> • Consider the challenges people face in eating a healthy breakfast and discuss ways to overcome these. (HP SLO 4)
English	<p>Listening, Reading and Viewing <i>Processes and strategies</i> Integrate sources of information, processes and strategies with developed confidence to identify, form and express ideas.</p> <ul style="list-style-type: none"> • Integrates sources of information and prior knowledge with developing confidence to make sense of increasingly varied and complex texts • Selects and uses a range of processing and comprehension strategies with growing understanding and confidence. <p>Speaking, Writing and Presenting <i>Processes and strategies</i> Integrate sources of information, processes and strategies with developing confidence to identify,</p>	<ul style="list-style-type: none"> • Demonstrate an ability to gather, read, understand and effectively use nutrition information for a specific purpose. (E SLO 1) • Construct texts that show a growing awareness of purpose and audience through careful choice of content, language and text form (E SLO 2)

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	<p>form and express ideas.</p> <ul style="list-style-type: none"> • Uses a developing understanding of the connections between oral, written and visual language when creating texts • Creates a range of texts by integrating sources of information and processing strategies with developing confidence • Is reflective about the production of own texts: monitors and self-evaluates progress, articulating learning with growing confidence. 	<ul style="list-style-type: none"> • Forms and expresses ideas and information with increased clarity, drawing on a range of resources (E SLO 3) • Uses oral, written and visual language features to create meaning and effect and engage interest. (E SLO 4)
Mathematics and 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> <ul style="list-style-type: none"> • Carry out Statistical investigation • Conduct investigations using the statistical enquiry cycle • Pose and answer questions • Gather, sort and display category and whole number data; communicate findings based on the data. 	<ul style="list-style-type: none"> • Gather, sort, analyse, compare and summarise data on breakfast choices by participants from a range of sports (M SLO 1) • Display data in an appropriate form. (M SLO 1)
Te Aho Arataki Marau mō te Ako Te Reo Māori	<p>Students should be able to:</p> <ul style="list-style-type: none"> 3.1 - Communicate, including comparing and contrasting about habits, routines and customs; 3.2 - Communicate about survey and results 3.3 - Give and follow directions to survey participants 3.4 - Communicate, including comparing and contrasting the survey data 3.5 - Communicate about immediate past survey activities. 	<ul style="list-style-type: none"> • Asking and answering questions about their breakfast survey results (T SLO1) • Requesting, accepting or declining to participate in breakfast survey (T SLO2) • Discussing, planning, recording a checklist of what group members will do to prepare breakfast survey (T SLO3) • Making a list of what they expect from athletes in terms of role modelling healthy eating (T SLO 4) • Seek agreement from participants to take part in their breakfast survey.

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	(T SLO5)

Taumata: Level 1-4 AO and assessment activities depending on ability of individuals (pp 56 -61)

Links to Curriculum

To be encouraged, modelled and explored. (NZC pp9-11). What aspects of the values does this activity explore, encourage or model.

Vision	Principles	Values	Key competencies	Pedagogical Approaches
What we want for our young people: <ul style="list-style-type: none"> • Confident • Connected • Actively involved • Lifelong learners 	Beliefs about what is important: <ul style="list-style-type: none"> • High expectations • Treaty of Waitangi • Cultural diversity • Inclusion • Learning to learn • Community engagement • Coherence • Future focus 	Expressed in thought and actions: <ul style="list-style-type: none"> • Excellence • Innovation, inquiry and curiosity • Diversity • Equity • Community and participation • Ecological sustainability • Integrity 	Which of the key competencies (NZC pp12-13): <ul style="list-style-type: none"> • Thinking • Using language, symbols and texts • Managing self • Relating to others • Participating and contributing 	Based on the HPS Inquiry Model (see http://hps.tki.org.nz/What-are-Health-Promoting-Schools/HPS-Inquiry-Based-Learning-Model) All units follow this process. Aspects of effective pedagogy (NZC pp34-36) are highlighted in the activity. <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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			<ul style="list-style-type: none"> Engaging Maori/Pasifika students and their communities.
National Standards Assessment			
The New Zealand Curriculum Reading and Writing Standards for years 1- 8			
<p>The Reading Standard – By the end of year 6, students will read, respond to and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at Level 3. Students will locate, evaluate and integrate information and ideas within and across a small range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.</p>			
<p>The Writing Standard – By the end of year 6, students will create texts in order to meet the writing demands of the New Zealand Curriculum at Level 3. Students will use their writing to think about, record and communicate experiences, ideas and information to meet specific learning purposes across the curriculum.</p>			
The New Zealand Curriculum Mathematics Standard for years 1- 8			
<p>The Mathematics Standard - Statistics</p>			
<p>In contexts that require them to solve problems or model situations, students will be able to:</p>			
<ul style="list-style-type: none"> Investigate summary and comparison questions by using the statistical enquiry cycle: <ul style="list-style-type: none"> gather or access multivariate category and whole-number data sort data into categories or intervals, display it in different ways and identify patterns interpret results in context, accepting that samples vary Order the likelihoods of outcomes for situations involving chance, considering experimental results and models of all possible outcomes. 			
National Standards Assessment Tasks			
<p>Tasks to assess the Reading Standard – refer to Lesson 11 and Reading Rubric in Information Sheet 7.</p>			
<p>Tasks to assess the Writing Standard – refer to Lesson 16 and Writing/Presenting Rubric in Information Sheet 7.</p>			
<p>Tasks to assess the Mathematics Standard – refer to Lesson 12/13 and Maths Rubric in Information Sheet 7.</p>			
<p>Planned Assessments</p>			
<p>Assessments should include both formative and summative activities 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.</p>			
<p>Spotlight on: Inquiry-based learning, e-learning</p>			
<p>Inquiry Learning – Developing Rubrics http://www.galileo.org/research/publications/rubric.pdf</p>			
<p>Useful Inquiry Templates including assessment ideas - http://centre4.interact.ac.nz/modules/folder/folder.php?space_key=368&module_key=28260&link_key=28136&group_key=0</p>			
Links and resources			
TKI			

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Curriculum documents - [http://nzcurriculum.tki.org.nz/Promoting healthy lifestyles](http://nzcurriculum.tki.org.nz/Promoting-healthy-lifestyles) - <http://healthylifestyles.tki.org.nz/Food-and-nutrition-snapshots>
 Food and nutrition snapshots of schools - <http://healthylifestyles.tki.org.nz/National-nutrition-resource-list>

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

Other nutrition websites - <http://healthylifestyles.tki.org.nz/Nutrition-websites/NZ-Government-resources>

NZ Government nutrition/health resources - <http://healthylifestyles.tki.org.nz> there are suggestions for possible learning and assessment activities for curriculum levels 1–2 <http://tereomaori.tki.org.nz/Curriculum-guidelines/Levels-1-8-Curriculum-Guidelines-for-Teaching-and-Learning-Te-Reo-Maori/Levels-1-and-2-Beginning-to-use-te-reo-Maori-and-curriculum-levels-3-4>. In addition, there is helpful material collected online in [Te Whakaipurangi Rauemi](http://tereomaori.tki.org.nz/Teacher-tools). <http://tereomaori.tki.org.nz/Teacher-tools> This collection elaborates on some of the communicative tasks outlined in [Tasks and activities, including cloze tasks, dycomm tasks, information transfer tasks, strip stories, same-different tasks, dictocomps, listen-and-draw tasks, true-false-make it right tasks and 4–3–2 tasks](#)

Digitstore

<http://digitstore.tki.org.nz/ec/search?topic=Column+graphs/>

Heart Foundation

Education - <http://www.heartfoundation.org.nz/index.asp?pageID=2145820216>

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, Hirimi Moko and Grove, Neil (2003). *Ngā Pēpeha a ngā Tipuna*. Wellington: Victoria University Press.
- Ministry of Education (2008). *Hei Waitata, Hei Whakakoako – Waitata 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.
- Taurua, 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

- Black-Taute, Hera (2010). *He Taonga anō te Kai*. Wellington: Learning Media. [This He Purapura book contrasts some healthy and unhealthy foods.]
- Fitzgerald, Tangihiro (2006). *Ētahi Kai*. Wellington: Learning Media. [This He Purapura book features a family preparing a feast.]
- Gibson-Ngatai, Kararina (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).]

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Mahuika, Apirana (2000). *Poaka Kūnekune*. 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 fīfī, 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/ir/literacy/professional/teachers_notes/school_journal/tchr_notes/1_4_2007_e.php?part=1

Classroom Connections – Strategies for Integrated Learning by Kath Murdoch

Other relevant sites

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

Sanitarium breakfast - <http://www.sanitarium.co.nz/health-and-wellbeing/breakfast>

Health Sponsorship Council - <http://www.breakfast-eaters.org.nz>

Breakfast and Brunch around the world - <http://www.breakfastandbrunch.com/countryhome.php>

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

Te Hotu Manawa Maori - <http://www.tehotumanawa.org.nz/nutrition-and-physical/resources.cfm>

Mind Matters Resource – available online for free

<http://www.mindmatters.edu.au>

http://www.mindmatters.edu.au/resources/mindmatters/booklets/enhancing_resilience_1.html

Sites to assist in the development of survey questions:

<http://www.stat.auckland.ac.nz/survey/>

Songs and Waiata

“Hei Kone! e te Arikī” and “He Rourou mā Koutou” (in *Hei Waiata, Hei Whakakoako* – *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)

Animations

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/Tasks-and-activities/Daily-food-record> and <http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Reomations/Te-wa-kai-Lunchtime>) <http://www2.lhric.org/pocantico/nutrition/nutrition.html>

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<http://www.dole.com/SuperKids/Comics/tabid/1059/Default.aspx>

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UNIT PLAN

Opportunities for assessment	Structure	Curriculum & resource links
<p>Lesson 1: Introduction/Hauora concept</p> <p><i>Overview: We are using pictorial images to generate discussions around health and well-being and introduce concept of Hauora (HP SLO 3, E SLO , 3)</i></p> <p>We are successful when we can:</p> <ul style="list-style-type: none"> Identify the factors that influence our everyday lives Explain how the environment and people around us influence us Identify and explain our personal responsibility for our own actions and the responsibilities of others Identify and explain how health and wellbeing impact on the quality of our everyday lives 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</p> <p>Learning intentions and success criteria rubrics for Te Reo - Ko au (I, me, myself)</p>	<p>Prepare</p> <ul style="list-style-type: none"> See Lesson Overview for Resources <p>Connect</p> <ul style="list-style-type: none"> Assign students into groups of 3 or 4. Allocate and define tasks of collector, recorder, reporter, timekeeper (use of these roles is encouraged throughout the unit). Explain task, requirements and timeframe. In groups students need to place the given pictures Resource 1(one set of pictures at a time) in the order they think tells a story. Record what the story behind the pictures is. Opportunity to discuss and learn Te Reo 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 Selective groups feedback to class after each story. <p>Activate</p> <ul style="list-style-type: none"> Discuss the following questions. What do the pictures tell us about how the person is feeling? How does what we feel impact on what happens at school/home? How do the things we do (e.g. missing breakfast) impact on what happens? How does what others do impact on what happens? Discuss personal responsibility for our own actions and the responsibility of others. <p>Demonstrate</p> <ul style="list-style-type: none"> Place the pictures on the board for each story. Write the following headings (or similar) at the top of the board. Beliefs; identity (who we are); emotional safety; sense of belonging; physical safety in our environment; looking after ourselves. Ask students which heading goes with which story. Using more than one heading is encouraged. <p>Consolidation</p> <ul style="list-style-type: none"> Introduce the concept of Hauora through a diagram (see Information Sheet 7 in resource booklet) on the board and headings beside each wall 	<p>Refer to http://www.maorihealth.govt.nz/moh.nsf/pages/ma/196 or Health and Physical Education Curriculum 1999</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 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"> Integrate different sources of

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Opportunities for assessment	Structure	Curriculum & resource links
<p>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 3</p> <p>Evidence: Teach and Assess social and interpersonal skills (pp5-14 in resource booklet). Student, Peer and Teacher assessment on-going.</p>	<p>Structure</p> <ul style="list-style-type: none"> ○ Physical – taha tinana ○ Mental and emotional safety and support – taha hinengaro ○ Social (interacting with others; developing a sense of belonging) – taha whānau ○ Spiritual (personal identity, beliefs, values) – taha wairua <ul style="list-style-type: none"> • Discuss the importance of having four walls in a house and how each wall supports each other. Relate to students how each of the headings/four walls supports our health and well-being. Refer back to the storyboards for examples. 	<p>information, processes and strategies to inform, shape and express ideas about health and well-being.</p> <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 2: Hauora, Sport and Food</p>		
<p><i>Overview: We are making the connection between Hauora and sport. Highlighting the importance of breakfast in preparing for and playing sport. Identifying which foods we consider are the best choice for breakfast and which are not. (HP SLO 1,4 E SLO 3,4)</i></p>		
<p>We are successful when we can:</p> <ul style="list-style-type: none"> • Identify what a good breakfast is for us when we are preparing to play a sport • Explain why a good breakfast is 	<p>Prepare</p> <ul style="list-style-type: none"> • See Lesson Overview for Resources <p>Connect</p> <ul style="list-style-type: none"> • Select a sport that students in the class play or like to watch. • Ask students what they need to do well in their sport (physical), why they play sport 	<p>Pedagogical links:</p> <ul style="list-style-type: none"> • Creating a supportive learning environment • Encouraging reflective thought and action

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Opportunities for assessment	Structure	Curriculum & resource links
<p>important when preparing to play a sport</p> <ul style="list-style-type: none"> Identify the challenges to eating a good breakfast before a sports game Describe strategies to overcome the challenges. <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 3</p> <p>Evidence: Teach and Assess social and interpersonal skills (pp5-14 in resource booklet). Student, Peer and Teacher assessment on-going.</p>	<p>(social/identity); how it makes them feel (emotional); does anyone else in the family play sport (identity)? Relate to the four areas of Hauora.</p> <p>Activate</p> <ul style="list-style-type: none"> Focus on the physical – taking responsibility for our health. Refer Information Sheet 1. What does Annie need to do to help prepare for her big weekend game? In pairs, students record ideas. Feedback to class. <p>Demonstrate</p> <ul style="list-style-type: none"> Highlight that eating breakfast is a huge part of preparing well for a game/event. Why is food so important? (Refer Information Sheet 2 focusing on fuelling our body ready for physical activity). How do we know what food is the best kind of food to help us perform well at sport? Watch the video clip http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Reomations/Kei-te-hiakai-ahau-l-m-hungry (Also provides activities and assessment rubric). Depending on who we are, where we come from and what we do we need different foods. In groups (define roles) students record what they think are the best breakfast foods before a game (place in Table 1 with a reason why each of the foods is good) and the foods that are not so good (Table 2) with a reason why each of the foods is not good. Ask groups to now consider what some of the challenges when encouraging people to eat breakfast or eat the right foods for breakfast? Discuss ways to overcome these (E.g. run out of time – get up earlier and present as fishbone analysis with challenge on the top and strategy to overcome below) <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Eating a good breakfast</div> <ul style="list-style-type: none"> Retain information as a formative assessment and for later reference. <p>Consolidation</p> <ul style="list-style-type: none"> Refer to any differences in the foods identified by each group. What knowledge would we need to have in order to know whether our answers are correct? (i.e. four food groups/label reading information) 	<ul style="list-style-type: none"> Enhancing the relevance of new learning Facilitating shared learning Making connections to prior learning. <p>Key competencies:</p> <ul style="list-style-type: none"> Thinking Using language, symbols and texts Relating to others Participating and contributing. <p>Literacy:</p> <ul style="list-style-type: none"> Use strategies to organise ideas (fishbone). <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 3: Knowledge Attack 1</p>		
<p><i>Overview: We are learning about the four food groups and applying this to breakfasts around the world. (HP SLO 1,2,3,4 E SLO 1,2,3)</i></p>		
<p>We are successful when we can:</p>	<p>Prepare</p>	<p>Pedagogical links:</p>

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<ul style="list-style-type: none"> Identify which foods belong in each of the four food groups; <ol style="list-style-type: none"> Fruit and vegetables Breads and cereals Lean meats, chicken, seafood, eggs & legumes. Milk and milk products Occasional foods (not a food group) Explain why foods belong in the food group Understand the concept of serving size and how this relates to each of the food groups. <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 3 Evidence: Teach and Assess social and interpersonal skills (pgs. 5-14 in resource booklet). Student, Peer and Teacher assessment on-going.</p>	<p>Structure</p> <ul style="list-style-type: none"> See Lesson Overview for Resources <p>Connect</p> <ul style="list-style-type: none"> Introduce activity with a brief explanation of the importance of good food for our growth and development and how it supports us in our learning and activity (i.e. sport) Using Resource 2 in groups (define roles) stick food pictures onto an A3 sheet, grouping according to what they have in common (i.e. put into one of five columns). Assign a heading to each column to describe the type of food placed in each Report back to class on decisions around the five headings and examples of food placed in each Collect and retain information from each group as a formative task. <p>Activate</p> <ul style="list-style-type: none"> Using Information Sheet 3 provide class with the correct headings on the board (leave “occasional” as a question mark). Ask children to place pictures under the appropriate heading. Discuss as activity progresses There are some foods which don’t fit the Four food groups. What heading should they go under? Why? These are ‘occasional’ foods which are not part of an every day diet and should only be had once a week, at the most, as they do not provide the goodness our bodies require to grow and develop. <p>Demonstrate</p> <ul style="list-style-type: none"> Refer Information Sheet 3. What do these four food groups provide? Why are they so important? Ask students for ideas. Why are occasional foods not recommended very often? Discuss and provide correct information to record on classroom display Keep adding to the display throughout the unit, so students can see a wide range of foods that sit within these groups Introduce recommended servings from each food group for students of their age, for teenagers and for adults. (Refer Information Sheet 3). Record on classroom display <i>Note: Water and milk are the best types of drink for all ages.</i> <p>Consolidation</p> <ul style="list-style-type: none"> Introduce Resource 3. Demonstrate how to fill chart in. In pairs, students analyse breakfast using the four food groups. Breakfasts which have three or more food groups ticked are great for us! Discuss any issues which arise in feedback and pose as questions (i.e. it is hard to know where to put some foods – need more information). What kind of information? (E.g. sugar 	<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 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"> Integrate different sources of information, processes, prior knowledge and comprehension strategies to inform classifications into food groups <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>

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<p>We are successful when we can:</p> <ul style="list-style-type: none"> • Read and interpret food labels • Use the information on food labels as a basis for decisions about whether or not a food is an occasional food • Identify which foods meet the nutritional guidelines per 100g. <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 3 Evidence: Teach and Assess social and interpersonal skills (pp5-14 in resource booklet). Student, Peer and Teacher assessment on-going.</p>	<p>content.)</p> <p>Lessons 4: Knowledge Attack 2 <i>Overview: We are learning to label read to support our data gathering and analysis. (HP SLO 1,2 E SLO 1,2, 3,4)</i></p> <p>Prepare</p> <ul style="list-style-type: none"> • See Lesson Overview for Resources <p>Connect</p> <ul style="list-style-type: none"> • What things do we look for in a food to know if it is good for us or not? (E.g. sugar, fat) These are called ‘nutrients’ and each has a purpose (Refer Resource 4). • Introduce Resource 4. Look at ingredients panel for first example. What are the first and second foods listed? Ingredients are listed in order of quantity. If sugar is first or second this can indicate to us the food is an occasional food. • What other words on the label might help us work out whether the food is good for breakfast or not? Key words we will look at are sugar, fat, fibre and sodium. Discuss the importance of each of these in our diet and how too much of some is not a good thing • When we compare Nutritious Grain and Weety-bix, what do you notice? Which is the best breakfast food? • Are the chocolate chip cookies from one of the four groups or an occasional food? How do you know? • Are the Litebread crackers one of the four groups or an occasional food? How do you know? <p>Activate</p> <ul style="list-style-type: none"> • Introduce Resource 5 and look at recommendations for sugar etc. We use 100g column for comparisons. Use playdough and sugar as a visual aid to model the quantity of sugar, fat etc in the products • Support students in finding sugar, fat etc from label examples to enhance their skills. <p>Demonstrate</p> <ul style="list-style-type: none"> • As pairs, ask students to select 3-4 breakfast products to assess against recommendations. Record on Resource 5. <i>Note: It would be preferable to be selective with products students assess, so that there is still plenty for them to assess during their own data analysis phase.</i> • Each group to feedback one or two answers and record on enlarged Resource 5. This will 	<p>Te wā Kai: http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities</p> <p>Pedagogical links:</p> <ul style="list-style-type: none"> • 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"> • Integrate different sources of information, processes and strategies to inform thinking about appropriate foods • Interpret information on labels to make judgements. <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:</p>

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Opportunities for assessment	Structure	Curriculum & resource links
<p>We are successful when we can:</p> <ul style="list-style-type: none"> Use prior knowledge and a range of information to predict what athletes eat for breakfast before playing sports Provide a range of ideas about how we can utilise and present information so that it is easily understood and looks cool Demonstrate the ability to present nutritional information that identifies the nutritional requirements of athletes. <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</p>	<p>be added to throughout the unit.</p> <p>Consolidation</p> <ul style="list-style-type: none"> Refer back to list of foods gathered in Lesson 2. Discuss any differences between Resource 5 answers and initial thoughts. Some of the challenges highlighted here may come up again (e.g. what packet says, athletes who promote it, looks healthy). Now we have a better way of finding out about those ‘confusing’ foods. 	<p>http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities</p>
<p>Lessons 5: Problem/Essential Question</p>		
<p><i>Overview: We are posting the following questions: What do students/adults who play sport in the weekend eat for breakfast? Why do they eat these foods for breakfast? How do we know it is the right food to help them and us perform? How can we find out? What are the challenges we face in eating the right food? How can we address these? What could we do with this information?</i> (HP SLO 1,2,3,4 E SLO 1,2, 3,4, T SLO1,2)</p>		
<p>We are successful when we can:</p> <ul style="list-style-type: none"> Use prior knowledge and a range of information to predict what athletes eat for breakfast before playing sports Provide a range of ideas about how we can utilise and present information so that it is easily understood and looks cool Demonstrate the ability to present nutritional information that identifies the nutritional requirements of athletes. <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</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 a class reflect on what we have learnt so far about sport and breakfast, using a bus stop activity. Place headings (refer Information Sheet 4) on A3 paper around the room. Introduce activity/questions to students and explain requirements. 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’ reports back on the findings. <p>Consolidation</p> <ul style="list-style-type: none"> Focus on ideas in the last three questions to support the next phase of action. Identify and highlight the most appropriate solutions Suggest ways you could present the information to young people and athletes your age so that it is easily understood and cool (magazines, billboards, internet, TV, t-shirts, etc.). If we were to survey different sportspeople about their breakfast, what do you predict they will say? Sketch what you think Sonny Bill Williams, Dan Carter, Kirk Penney, Temepara George and Valerie Adams would have for breakfast before playing their sport. List all the nutrients they will need in order to perform at world class level. List the nutrients from the 	<p>Pedagogical links:</p> <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 E-learning. <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"> Demonstrate an ability to gather, read, understand and effectively

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<p>http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Learning-intentions-and-success-criteria</p> <p>Evidence: to assess Taumata level 3</p> <p>Evidence: keep student own poster (re: what the sports person would have for breakfast) as evidence of being able to read, respond to and present nutrition information.</p> <p>Evidence: Teach and Assess social and interpersonal skills (pp5-14 in resource booklet). Student, Peer and Teacher assessment on-going</p>	<p>ones they will need the most of to those they will need the least. You may like to look at Resource Sheet 4 for ideas. Remember to use the techniques that will ensure it is easily understood and “cool” for your audience.</p> <ul style="list-style-type: none"> Information gathered from here will support the ‘Plan of Action’ template. 	<p>present nutrition information for a specific purpose</p> <ul style="list-style-type: none"> Select relevant information. Language development and developing an understanding about interpersonal communication skill development through focused small group discussion. <p>Te Reo:</p> <p>On-going opportunities to assess Te Reo - Ko au (I, me, myself)</p> <p>http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Assessment-opportunities</p> <p>Te wā Kai:</p> <p>http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities</p>
<p>Lessons 6: Plan</p>		
<p><i>Overview: We are compiling a plan of action for our study (E SLO 1,2, 3,4, T SLO1,2,3,4)</i></p>		
<p>We are successful when we can:</p> <ul style="list-style-type: none"> Work co-operatively as part of a group Develop an action plan Identify possible challenges with the interview process and provide solutions. <p>Te Reo</p> <p>Learning intentions and success criteria rubrics for Te Reo - Ko au (I, me, myself)</p> <p>http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Learning-</p>	<p>Prepare</p> <ul style="list-style-type: none"> See Lesson Overview for Resources. <p>Connect</p> <ul style="list-style-type: none"> Brainstorm as a class all the sports students play. Then, using three columns brainstorm other students in the school (younger or older), community members (parents, siblings, and friends) and a NZ athlete who play each sport. Explain that they will need to survey their own group as well as four other people who play sport. Place students in their ‘working groups’. Ask them to select four people who play sport that they could survey – not from their own class. Encourage a mix of students and adults, if possible. <p>Activate</p> <ul style="list-style-type: none"> Review ‘bus stop’ ideas from the last lesson Issue Resource 6 to groups and a folder in which to put data. Discuss the headings and 	<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>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 3</p> <p>Evidence: Teach and Assess social and interpersonal skills (pp5-14 in resource booklet). Student, Peer and Teacher assessment on-going.</p>	<p>agree on content under each using Information Sheet 5 as a guide.</p> <p>Demonstrate</p> <p>Each group completes their ‘Plan of Action’ (Resource 6) and shares with another group. Teacher also needs to sign off.</p> <p>Consolidation</p> <ul style="list-style-type: none"> As a class consider and resolve any questions/concerns that may have arisen (e.g. what if someone isn’t available for an interview?) How might we present this information so that we can help other athletes and our class/school? Refer to last ‘bus stop’ question – record any other ideas. Highlight appropriate solutions to refer to after analysis. Ideas may include: <ul style="list-style-type: none"> Creating a large display chart with sugar, fat, sodium, fibre content of each breakfast choice. Highlight best breakfast choices. To be used as a school display, class display and/or a teaching resource Create a colourful and informative insert for the school newsletter detailing the breakfast study undertaken and best food choices for athletes/students Present information to parents Present information to students at assembly Present information to athletes interviewed. 	<ul style="list-style-type: none"> 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 links:</p> <ul style="list-style-type: none"> Select relevant information Language development and developing an understanding about interpersonal communication skill development through focused small group discussion. <p>Te Reo:</p> <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>Lessons 7/8: Preparing for an interview</p>		
<p><i>Overview: We are engaging in and reflecting on an interview process. Preparing questions for upcoming interview. Practicing interviewing each other and recording answers within our assigned groups (E SLO 1,2, 3,4, M SLO 1, T SLO1,2,3,4)</i></p>		
<p>We are successful when we can:</p>	<p>Prepare</p>	<p>Developing survey questions</p>

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<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>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 3 Evidence – keep student action plans as evidence of numeracy statistics and literacy for NS. Evidence: Teach and Assess social and interpersonal skills (pp5-14 in resource booklet). Student, Peer and Teacher assessment on-going.</p>	<p>Structure</p> <ul style="list-style-type: none"> See Lesson Overview for Resources <p>Connect</p> <ul style="list-style-type: none"> Read interview article together and discuss. Focus on the introduction, which gives some background to player/interview. What brief background information could we find out about our athletes when we interview them? How might we introduce ourselves and our study? <p>Activate</p> <ul style="list-style-type: none"> What words are used to start each question? List them (i.e. when, why, which). Why do you think these words are used? Any other words we could use for our interview questions? Display on the board as question starters Cover up question 1 by How. Look at the answer to question 1. What might the question be? If we want specific information then we need to be asking specific questions. Give students some simple answers and see if they can frame a question that fits the answer, using the question starters (e.g. Banana, 3pm). <p>Demonstrate</p> <ul style="list-style-type: none"> Refer to ‘Plan of Action’ (Information Sheet 5) What do we want to find out from our athletes? Remind them of specific questions. Ask groups to use question starters to frame their interview questions Groups to feedback question suggestions and class agrees on best choices. Construct a survey form (task for extension students) Model good and not so good interviewing techniques through role play and ask students to identify these features (e.g. not looking at person, muffled voice, speaking too quickly) Create a checklist of interview technique reminders. Add to interview sheet. <p>Consolidation</p> <ul style="list-style-type: none"> In groups, students to interview each other, recording on the interview sheet above. One to conduct interview, one to record, and the other to observe. Rotate roles. After the four interviews, ask each group to consider ‘what did we do well, what did we not do well, what could we improve on next time and how?’ 	<p>http://www.stat.auckland.ac.nz/survey/</p> <p>http://www.stats.govt.nz/methods-and-services/guide-and-tutorials/user-guides/guide-to-good-survey-design-2nd-edition.aspx</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 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

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		<p>communication skill development through focussed small group discussion</p> <ul style="list-style-type: none"> Seeks feedback and makes changes based on recommendations. <p>Numeracy:</p> <ul style="list-style-type: none"> Conduct an investigation using the statistical enquiry cycle:- posing and answering questions, gathering, sorting and displaying data and communicating findings. <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: Data Gathering and Analysis Practice</p>		
<p><i>Overview: We are practicing skills associated with gathering, collating and analysing data (E SLO 1,2, 3,4, M SLO 1, 2 T SLO 1,2,3,4)</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) 	<p>Prepare</p> <ul style="list-style-type: none"> See Lesson Overview for Resources <p>Connect</p> <ul style="list-style-type: none"> Review interview sheets. Ask each group to tally up their group results under the headings ‘Breakfast foods we ate’ and ‘Number who ate them’. <p>Activate</p> <ul style="list-style-type: none"> What are the conclusions we might draw from this information? Model how this might be 	<p>Useful sites http://www.tki.org.nz/r/maths/curriculum/statement/statistics_level3_e.php http://www.nzmaths.co.nz/statistical-investigations-units-work</p> <p>Pedagogical links:</p> <ul style="list-style-type: none"> Encouraging reflective thought

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<p>accurately/legibly and thanking participants for their time etc.).</p> <p>Te Reo</p> <p>Learning intentions and success criteria rubrics for Te Reo - Ko au (I, me, myself)</p> <p>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</p> <p>http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Learning-intentions-and-success-criteria</p> <p>Evidence: to assess Taumata level 3</p> <p>Evidence – keep student action plans, surveys and results as evidence of numeracy statistics, reading and writing for NS.</p> <p>Evidence: Teach and Assess social and interpersonal skills (pp5-14 in resource booklet). Student, Peer and Teacher assessment on-going.</p>	<p>recorded in summary statements. Ask students to write their own conclusions</p> <ul style="list-style-type: none"> What comparisons might we make with this information? Model examples. Students complete at least one. Discuss and model how to graph this information (e.g. type of graph, axis headings etc.). If possible students to look at examples on http://www.nzmaths.co.nz/statistical-investigations-units-work Students to graph information (individually or as a group). Record each of these steps on an A3 paper for referral throughout analysis. <p>Demonstrate</p> <ul style="list-style-type: none"> How do the foods we eat for breakfast measure up against the four food groups? On the board write the four food group headings and ask groups to provide one example of each that can be assessed. Remind students how label reading will support any additional information required. Labels for packets not in class can be found at supermarket/online How might we graph this information? Discuss What might we do with the additional information gathered? (E.g. challenges, reasons for eating breakfast). Discuss how to write conclusions/suggestions for these. Record these additional steps on A3 paper above. <p>Consolidation</p> <ul style="list-style-type: none"> Review each of the steps required for data collation and analysis. 	<ul style="list-style-type: none"> and action Enhancing the relevance of new learning Facilitating shared learning Making connections to prior learning Providing sufficient opportunities to learn E-learning. <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>Numeracy:</p> <ul style="list-style-type: none"> Conduct an investigation using the statistical enquiry cycle: posing and answering questions, gathering, sorting and displaying data and communicating findings. <p>Te Reo:</p> <p>On-going opportunities to assess Te Reo - Ko au (I, me, myself)</p> <p>http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Assessment-opportunities</p> <p>Te wā Kai:</p> <p>http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities</p>

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Opportunities for assessment	Structure	Curriculum & resource links
<p>Lesson 10: Data Gathering/Interviews</p> <p><i>Overview: We are undertaking interviews with chosen athletes. (E SLO 1,2, 3,4, M SLO 1, T SLO1,2,3,4,5)</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.). <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 3 Evidence – keep student action plans, surveys and results as evidence of numeracy statistics and writing for NS. Evidence: Teach and Assess social and interpersonal skills (pp5-14 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/Activate</p> <ul style="list-style-type: none"> Review interview sheets and procedure/techniques. <p>Demonstrate</p> <ul style="list-style-type: none"> Students interview athletes either at school or home. Thank athletes. <p>Consolidation</p> <ul style="list-style-type: none"> Students review interview information in groups. Discuss what went well, what didn't go well and how they could improve next time. Students to collect any labels required for their breakfast food analysis (e.g. from supermarket, online). 	<p>Pedagogical links:</p> <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 E-learning. <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>Numeracy links:</p> <ul style="list-style-type: none"> Conduct an investigation using the statistical enquiry cycle: posing and answering questions, gathering, sorting and displaying data and communicating findings <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:</p>

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Opportunities for assessment	Structure	Curriculum & resource links
<p>Lesson 11: Analysis Part 1</p> <p><i>Overview: We are collating and analysing group data.</i> (HP SLO 1,2,3,4 E SLO 1,2,3,4, M SLO 1, 2, T SLO1,2,3,4)</p> <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. <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 3 Evidence – keep student action plans, surveys and results as evidence of numeracy statistics and writing for NS. Evidence: Teach and Assess social and interpersonal skills (pp5-14 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"> Students go onto TKI Digistore for additional support. Students then draw a flow diagram that explains the steps for analysis they used. Groups collate their data on a tally chart under the headings ‘Breakfast foods athletes ate’ and ‘Number who ate them’. <p>Activate</p> <ul style="list-style-type: none"> Graph data and record at least two conclusions and one comparison by sport code, by gender, by age. Are there any patterns or trends? <p>Demonstrate</p> <ul style="list-style-type: none"> How do these breakfast foods eaten by the survey participants measure up against the Four food groups? Complete Resource 7 for the breakfast foods identified. For foods that are unable to be assessed immediately, students to use labels and Resource 5 to assist. Transfer information to Resource 7. Discuss responses to ‘why’ athletes ate certain foods and the challenges they have. Collate answers and provide advice where needed. <p>Consolidation</p> <ul style="list-style-type: none"> Share findings with teacher and with one other group. 	<p>http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities</p> <p>Pedagogical links:</p> <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>Literacy:</p> <ul style="list-style-type: none"> Reading and writing for NS. <p>Numeracy:</p> <ul style="list-style-type: none"> Conduct an investigation using the statistical enquiry cycle: posing and answering questions, gathering, sorting and displaying data and communicating findings. <p>Te Reo: On-going opportunities to assess Te</p>

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Opportunities for assessment	Structure	Curriculum & resource links
<p>Lesson 12/13: Analysis Part 2/Conclusions</p> <p><i>Overview: We are collating and analysing collective data from the class. Drawing conclusions and present data appropriately (HP SLO 1,2,3,4 E SLO 1,2, 3,4, M SLO 1, T SLO 1,2,3,4)</i></p> <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. <p>Te Reo Learning intentions and success criteria rubrics for Te Reo - Ko au (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 3 Evidence – keep student action plans, surveys and results as evidence of</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 large tally chart on the board under the headings ‘Breakfast foods athletes ate’ and ‘Number who ate them’. Record foods and totals listed from each group. What are some of the conclusions we might draw from this information? What are some of the comparisons we might make? <p>Activate</p> <ul style="list-style-type: none"> How do these foods measure up against the Four food groups? Each group to provide information for large class copy of Resource 7. Where needed justify answers using label reading information. What are some of the conclusions we might draw from this information? What are some of the comparisons we might make? Refer to the ‘big question’ in the plan of action. What are the best breakfast foods for our athletes to eat (i.e. ones that meet the recommendations)? What are the foods which aren’t good for breakfast? Review Lesson 2 formative nutrition task and compare. <p>Demonstrate</p> <ul style="list-style-type: none"> As individuals, graph results from tally chart and write at least two conclusions and one comparison. As individuals, graph results from Resource 7 and write at least two conclusions and one comparison. <p>Consolidation</p> <ul style="list-style-type: none"> What other information did we uncover (challenges, reasons breakfast eaten)? What were 	<p>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>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. 		

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Opportunities for assessment	Structure	Curriculum & resource links
<p>numeracy statistics and writing for NS.</p> <p>Evidence: Teach and Assess social and interpersonal skills (pp5-14 in resource booklet). Student, Peer and Teacher assessment on-going.</p>	<p>the challenges encountered and what support do groups recommend? What were the most common reasons people gave for eating breakfast and not eating breakfast? Discuss answers.</p>	<p>Literacy:</p> <ul style="list-style-type: none"> • Writing and presenting for NS <p>Numeracy:</p> <ul style="list-style-type: none"> • Conduct an investigation using the statistical enquiry cycle:- posing and answering questions, gathering, sorting and displaying data and communicating findings. <p>Te Reo:</p> <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:</p> <p>http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities</p>
<p>Lesson 14-16 Action - Where to from here?</p>		
<p><i>Overview: We are discussing who information is to be presented to, how this will be presented and ways to evaluate its success. Each group to complete a 'Presentation Action Plan' and then work on their presentations (HP SLO 1,2,3,4 E SLO 1,2,3,4, M SLO 1,2, T SLO1,2,3,4)</i></p>		
<p>We are successful when we can:</p> <ul style="list-style-type: none"> • Explain what the best breakfast foods for athletes are • Identify ways to encourage others to be more critically aware of good breakfast foods • Identify actions that will encourage others to become more aware of the power of advertising • Identify and carry out actions 	<p>Prepare</p> <ul style="list-style-type: none"> • See Lesson Overview for Resources. <p>Connect</p> <ul style="list-style-type: none"> • Review what the best breakfast foods for athletes are. <p>Activate</p> <ul style="list-style-type: none"> • Refer back to Lesson 6 where ideas for presentation of information were discussed. • Brainstorm the following: who we need to present this information to (e.g. our class, athletes interviewed, parents, school); what is the best way to present this information to these people (e.g. through newsletter, display, in person); what do we need to do this (e.g. materials?); how could we evaluate people's thoughts/action around the information? <p>Record answers</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

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Opportunities for assessment	Structure	Curriculum & resource links
<p>that encourage people to eat health breakfasts.</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 3 Evidence – keep student action plans, surveys, results and presentations as evidence of numeracy statistics and writing for NS. Evidence: Teach and Assess social and interpersonal skills (pp5-14 in resource booklet). Student, Peer and Teacher assessment on-going.</p>	<ul style="list-style-type: none"> Groups to decide on who they wish to present to. There may be more than one group presenting to the same people. Teacher discretion to be used here. Ensure a range of people are covered. <p>Demonstrate</p> <ul style="list-style-type: none"> Issue Resource 8 to groups. Demonstrate how to complete. Each group completes and has teacher sign off on it Groups to gather resources for presentations Groups work on presentations over a couple of lessons. <p>Consolidation</p> <ul style="list-style-type: none"> Teacher to check-off 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. 	<p>opportunities to learn</p> <ul style="list-style-type: none"> 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"> Writing and reading as evidence for NS. <p>Numeracy:</p> <ul style="list-style-type: none"> Conduct an investigation using the statistical enquiry cycle: posing and answering questions, gathering, sorting and displaying data and communicating findings. <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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Opportunities for assessment	Curriculum & resource links
<p>Lesson 17: Evaluation</p> <p><i>Overview: We are evaluating our presentation work and gathering evaluation data, recording this under question headings. Evaluating if our findings and presentations helped athletes and their parents in their knowledge of the best foods to eat for breakfast. (HP SLO 1,2,3,4 E SLO 1,2,3,4 M SLO 1,2, T SLO 1,2,3,4)</i></p> <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</p> <p>Learning intentions and success criteria rubrics for Te Reo - Ko au (I, me, myself)</p> <p>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 3</p> <p>Evidence – keep student action plans, surveys and results as evidence of numeracy statistics and writing for NS.</p> <p>Evidence: Teach and Assess social and interpersonal skills (pp5-14 in</p>	<p>Structure</p> <ul style="list-style-type: none"> See Lesson Overview for Resources. <p>Connect</p> <ul style="list-style-type: none"> Using Resource 9 groups to undertake a review of how they have worked together and what they have learnt. Share with one other group. <p>Activate</p> <ul style="list-style-type: none"> Gather evaluation data for each group Review how evaluation data is to be assessed. Refer Presentation Action Plans. <p>Demonstrate</p> <ul style="list-style-type: none"> Groups assess their data under the headings listed in their Presentation Action Plans. <p>Consolidation</p> <ul style="list-style-type: none"> Share findings with teacher and with class Discuss how we as individuals can continue to use the knowledge we have learnt to help us at school and in sport.
	<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"> Writing and reading as evidence for NS. <p>Te Reo:</p> <p>On-going opportunities to assess Te Reo - Ko au (I, me, myself)</p> <p>http://hereoora.tki.org.nz/Unit-plans/Unit-1-Ko-au/Assessment-opportunities</p> <p>Te wā Kai:</p>

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Opportunities for assessment	Structure	Curriculum & resource links
<p>resource booklet). Student, Peer and Teacher assessment on-going.</p>		<p>http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Assessment-opportunities</p>

Level 3: Breakfast Nutrition

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RESOURCE 1: Story board pictures

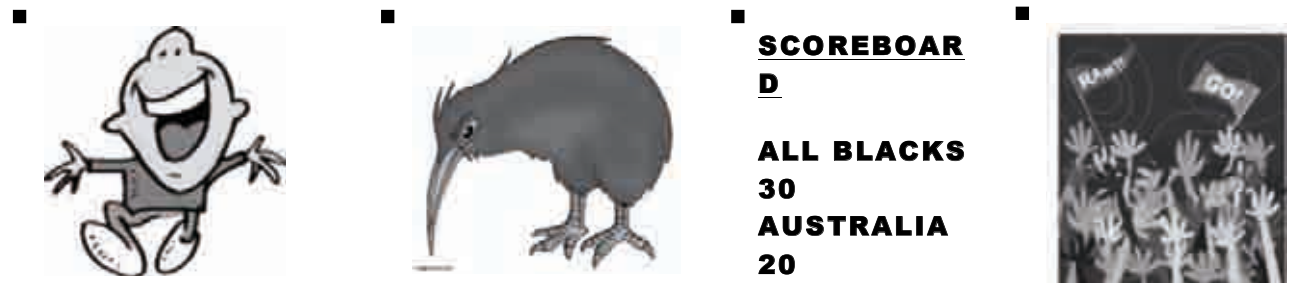
a) What we eat affects how we feel, how we perform at school and how others feel about us.



b) The actions of others impact on how we feel about ourselves and how safe we feel in different places.



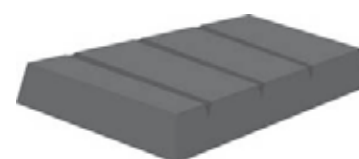
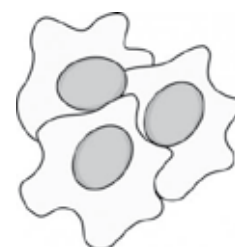
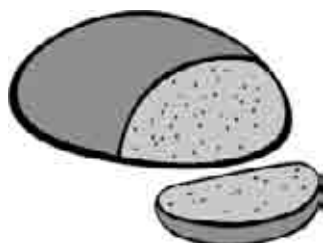
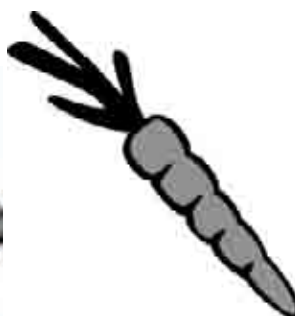
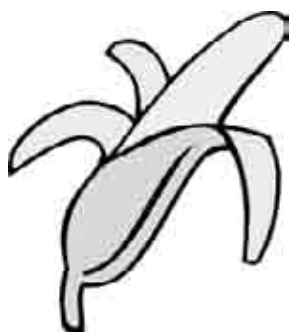
c) Our identity as Kiwis makes us feel proud of our country and links us to others.



d) Friends are important in helping us feel like we belong.



RESOURCE 2: Four food groups pictures



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RESOURCE 3: Breakfast around the world

Country	Breakfast	Breads and cereals	Fruit and vegetables	Milk and milk products	Lean meats, chicken, seafood, eggs & legumes.	Occasional
New Zealand	Weetbix, milk, peaches	✓	✓	✓		
Samoa	Papaya, pineapple, banana					
Fiji	Babakau (pancake with jam)					
Vietnam	Pho Bo (beef noodle soup with beef, noodles, bean shoots, spring onions)					
Japan	Rice, fish, tofu, vegetables					
China	Rice noodles, beef, shallots, garlic, chili					

Recording information

1 tick per item in the boxes that apply
Some boxes may have more than one tick
If a food is occasional put a cross in the box.

RESOURCE 4 – 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 with different products. Looking at the 100g allows for consistency.

Nutrient Information

Protein - Protein has a number of key roles in our bodies: it enables the growth and repair of body tissues; forms muscles, skin and hair; maintains fluid balance and enables cell-to-cell communication, among many other things.

Carbohydrate - Carbohydrates are the main source of fuel for our brains and bodies. There are two types of carbohydrates: the first are simple carbohydrates, such as lollies and milk. These release energy in our blood stream quickly and can leave us feeling hungry and sometimes tired soon after we have eaten them. The second type of carbohydrates are complex carbohydrates which are whole grains, such as whole grain bread, brown rice, lentils, beans and some vegetables. Complex carbohydrates provide us with energy throughout the day.

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 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 not be sustained. 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.

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

Total fat	less than 10g per 100g
Sugar	less than 15g per 100g
Dietary fibre	greater than 6g per 100g
Sodium	less than 400mg per 100g

Note: 4g of sugar = 1 teaspoon

Label reading examples:

Foods need to meet all of the recommendations to be part of the four food groups. If they don't then they are an 'occasional' food.

In the example below a breakfast of Nutritious Grain is :

- Above the fat recommendation
- Above the sugar recommendation
- Ok with the sodium recommendation

In the example a breakfast of Weety-Bix is:

Heart Foundation

- Ok with the fat recommendation
- Ok with the sugar recommendation
- Below the recommendation for sodium
- Above the recommendation for fibre

Nutritious-grain

Nutrition Information Panel

	Qty. Per Serving (30g per serving)	Qty. Per 100g
Energy	480kJ	1600kJ
Protein	6.6g	21.9g
Fat, Total	0.2g	0.6g
Fat - Saturated	<0.1g	0.1g
Carbohydrate, Total	20.8g	69.4g
Carbohydrate - Sugar	9.6g	32.0g
Sodium	180mg	600mg
Fibre	0.8g	2.7g

Ingredients: Cereals, (44%) (wheat flour, oatmeal, maize flour), sugar, wheat gluten, molasses, salt, barley malt extract, minerals (calcium carbonate, iron), mineral salt (sodium bicarbonate), natural colour, paprika, turmeric, vitamin C, niacin, thiamin, vitamin B6, riboflavin, folate.

Weety-Bix

Nutrition Information Panel

	Qty. per serve (serve = 2 Weety-bix)	Qty. per 100g
Energy	441kJ	1470kJ
Protein	3.6g	12.0g
Fat, total	0.4g	1.4g
Fat, saturated	0.1g	0.3g
Carbohydrate, total	20g	67g
Carbohydrate, sugars	0.8g	2.8g
Dietary fibre	3.2g	10.5g
Sodium	85mg	285mg

Ingredients: Whole Grain Wheat 97%, Sugar, Salt, Barley Malt Extract, Vitamins Niacin, Thiamin, Riboflavin, Folate, Mineral Iron,

Comparison of the two cereals:

Nutrient	Nutritious grain (per 100g)	Weety-Bix (per 100g)
Total fat	0.6	1.4g
Sugar	32.0g	2.8g
Dietary fibre	2.7g	10.5g
Sodium (salt)	600mg	285mg

Recommended Dietary Intakes: RDI

To maintain a balanced diet and ensure you are getting the right amount of fuel and nutrients for growth and optimum performance the Recommended Daily Intakes are:

The average daily energy intake for a 10 yr. old child with light physical activity level is 8300kj for males and 7600kj for females.

Carbohydrates: Ideally 45-65% of our energy will come from carbohydrates. This means a maximum of 800g of carbohydrate is needed every day for a 10 yr. old child.

Protein: A minimum of 15% of energy from protein is recommended. This means a maximum of 73g of protein is needed every day for a 10yr old child.

Fat: 25-35% of energy from fat is recommended. This means a maximum of 79g fat is allowed for a 10 yr. old child.

Sugar: Ideally less than 15% of our energy will come from sugars, that is a maximum of 78g a day for a 10 yr. old child.

Fibre: Recommended Intake:

Females: 25-28g

Males: 30-38g

Comparison of the two biscuits:

Nutrient	Chocolate Chip Cookies (per 100g)	Litebread crackers (per 100g)
Total fat	14.1g	1.8g
Sugar	43.4g	5.5g
Dietary fibre	Not recorded	4.3g
Sodium (salt)	200mg	520mg

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 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 not be sustained. Too much sugar also contributes to tooth decay and diabetes.

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.

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

Total fat	less than 10g per 100g
Sugar	less than 15g per 100g
Dietary fibre	greater than 6g per 100g
Sodium	less than 400mg per 100g

Note: 4g of sugar = 1 teaspoon

Foods need to meet all of the recommendations to be part of the four food groups. If they don't then they are an 'occasional' food.

In the example above the chocolate chip cookies are:

- Above the fat recommendation
- Above the sugar recommendation
- Ok with the sodium recommendation

In the example above the Litebread crackers are:

- Ok with the fat recommendation
- Ok with the sugar recommendation
- Below the recommendation for fibre
- Above the recommendation for sodium

RESOURCE 5: Breakfast food analysis

Breakfast foods	Sugar Less than 15g per 100g; if sugar from dried fruit then less than 25g per 100g	Fat Total fat less than 10g per 100g	Fibre Greater than 6g per 100g	Sodium Less than 400mg per 100g	Comments
Coco Snaps	44g (11 teaspoons)	.6g	0g	485g	Coco Snaps has far too much sugar in it, no fibre and a bit too much sodium.

4g of sugar = 1 teaspoon of sugar
A food has to meet all of the recommendations for it to be included in the four food groups.

RESOURCE 6: Plan of action template

Group name:

Areas we need to check	What we need	Tick when done
Our big question is:		
Our smaller questions are:		
We are collecting information from four athletes in our school or community. They are:		
We are going to collect information by:		
With our findings we will:		

Members of our group:

Start date:

Finish date:

Teacher signature:

RESOURCE 7: Four food groups analysis

Breakfast foods	Breads and cereals	Fruit and vegetables	Milk and milk products	Lean meats, chicken, seafood, eggs & legumes.	Occasional

Recording information

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

RESOURCE 8: Presentation plan

Group name:

We will present our breakfast study findings 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 is allowed to go? How will we ask them?	
What are the steps we will take in making our presentation? E.g. Step 1 – Collect materials Step 2 – Allocate jobs	
	EVALUATION
How will we ask people to evaluate our project? Eg. email, post it box	
What questions will we ask them?	

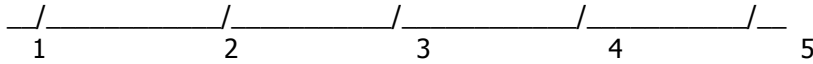
RESOURCE 9: Group reflection

A) Consider the way you worked as a group throughout the unit. For each of the areas below put a circle around the number which best indicates how you think your group worked.

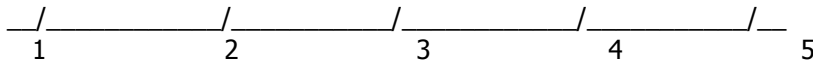
1 = not well at all

5 = really well

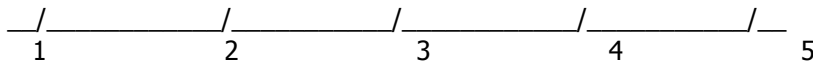
1. Taking turns



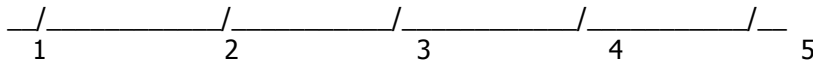
2. Listening to each other



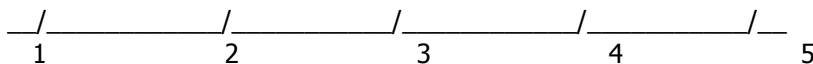
3. Sharing the responsibilities



4. Solving problems



5. Producing work we are proud of



B) Now consider what you have learnt as a group throughout the study. List the three most interesting things your group has learnt.

1. _____

2. _____

3. _____

RESOURCE 10: 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**

- 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 this class.
- 4. Ensure your instructions and criteria for success are 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, summarising.
 - Level 3
Interviewing, coaching, teaching, negotiating, brainstorming, building on each other’s ideas.
 - Level 4
Creative group problem solving, conflict resolution, planning and organising, 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 realise 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 promotion of (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 summariser.
- 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 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 working with the group		The group had a positive attitude.	
2. I was generous with praise for others in my group		My group was generous with praise for each other.	
3. I listened while others talked		My group listened while others talked.	
4. I took my turn to contribute and talk.		We took turns to contribute and talk	
5. I looked at people when I talked to them.		We looked at people when we talked to them.	
6. I joined my group quickly.		We joined our group quickly.	
7. I took responsibility for my own behaviour		We took responsibility for our own behaviour	
8. I took responsibility for the behaviour of my group members.		We took responsibility for the behaviour of our group members.	
9. 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".	
10. I contributed my fair share to the group.		We all contributed our fair share to the group.	
11. I showed up regularly to class.		We showed up regularly to class.	
12. 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 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 set 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.

SOCIAL SKILLS SCORE CARD

Student's Name: _____

Level Two

Active Listening	Asking questions	Clarifying	Constructive criticism	Helping others	Para-phrasing	Accepting others	Summarising	Date	Student	Peer	Teacher

SOCIAL SKILLS SCORE CARD

Student's Name: _____

Level Four

Creative Group Problem Solving	Planning and Organising	Decision-making	Negotiating Curriculum	Research	Resolving conflict	Accepting others differences	Being trust-worthy	Date	Student	Peer	Teacher

INFORMATION SHEET 1: Scenario Work

Scenario 1

Annie has an important hockey match on Saturday morning. Her team is playing in the final match of the season to decide who is the winner of the grade. She is feeling very nervous but also very excited about the game. Annie's coach has given her some advice for the morning of the game, reminding her of the things she must do to make sure she is feeling her best and that she is well prepared for the game.

List the things that you think her coach might have said to her.

INFORMATION SHEET 2: Breakfast eaters have it better

<http://www.breakfast-eaters.org.nz/content/benefits-breakfast>

Why do breakfast-eaters have it better?

Eating breakfast gives kids a real head-start. There are many benefits to eating a good breakfast every day.

Breakfast gives kids the energy to learn better.

- Breakfast-eaters are more alert and have better concentration and memory.
- Studies have shown eating breakfast can improve school performance.

Breakfast-eaters have more energy to play sport.

- Eating a good breakfast boosts kids' energy stores and provides their bodies and brains with the fuel to keep going through the day.
- One study showed children ran better after eating a good breakfast compared with a light breakfast or snack.

Breakfast gives children a head-start.

- A good breakfast helps you grow strong and healthy.
- Children who eat breakfast are more likely to eat fruit, vegetables and wholegrains, and drink milk.

Eating breakfast is a good way to maintain a healthy weight.

- Breakfast-eaters are less likely to snack on less healthy foods later in the day.
- Studies have shown eating breakfast is related to lower waist measurement, lower body mass index (BMI), and less weight gain.
- People who sometimes or never eat breakfast are much more likely to have sweets, pies and soft drinks than children who always eat breakfast.

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INFORMATION SHEET 3: Four food groups overview

(information taken from MOH 'Healthy Children aged 2-12 years')

Choose a variety of foods from the Four Food Groups every day.

FRUIT AND VEGETABLES

Vegetables and fruit provide energy (sugar and starch), fibre, vitamins and minerals and are low in fat.

Other food sources: fresh, frozen, canned vegetables and fruit; dried fruit and juice diluted with 50:50 water may only count for one serving a day.

BREADS AND CEREALS

Breads and cereals are the best source of energy for the body. Wholegrain varieties are higher in fibre and vitamins and minerals.

Other food sources: rice, pasta .

LEAN MEATS, CHICKEN, SEAFOOD, EGGS & LEGUMES.

These foods contain protein which is important for growth. They also contain many different vitamins and minerals, especially iron.

Other food sources: eggs, dried beans, peas, lentils, tofu, nuts.

MILK AND MILK PRODUCTS

Milk is a highly nutritious food. It has energy, protein and most vitamins and minerals. Milk and milk products are important for growth and building bones.

Other food sources: yoghurt, cheese, soya milk.

OCCASIONAL FOODS (not classified as a food group)

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

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

NUMBER OF SERVINGS

Food Groups	Children (2-12yrs)	Teenagers	Adults
Fruit and vegetables	5	5+	5+
Breads and cereals	5-6	6+	5-6
Lean Meats, Chicken, Seafood, Eggs & Legumes.	1	1-2	1
Milk and milk products	2-3	3+	2-3

INFORMATION SHEET 4: Bus stop activity

1. Breakfast helps us at sport by ...
2. Some foods are better for breakfast than others. They are ...
3. We can find out whether a food is good to eat for breakfast by ...
4. Sometimes other things can stop us from having a good breakfast. They are ...
5. How could our knowledge of a good breakfast help other students/athletes who play sport?
6. If we were to survey different sportspeople about their breakfast what could we ask them?
7. What would we do with this information? i.e. how could we present it to others?

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INFORMATION SHEET 5: Plan of action example

Group name:

Group members:

Areas we need to check	What we need	Tick when done
<p>Our big question is:</p> <ul style="list-style-type: none"> What are the best breakfast foods for athletes to eat to help them perform? 		
<p>Our smaller questions are:</p> <ul style="list-style-type: none"> What foods do our athletes eat for breakfast? Why do our athletes eat these foods? Do the foods our athletes eat fit the four food groups? What are some of the challenges our athletes face in eating breakfast before a game? Find out some of the breakfast foods we eat Who eats them? (age, sex, ethnicity etc.) Why is breakfast food important? Barriers to eating breakfast foods and how to overcome them. 		
<p>We are collecting information from 4 athletes in our school or community. They are:</p> <ul style="list-style-type: none"> Ryan (Room 3) Jacob (Room 3) Jim Tate (Kate's uncle) Mary McGregor (Tony's Mum) 	<ul style="list-style-type: none"> To ask them each in person, by letter, email or by phone. Organise a day and time to meet. 	
<p>We are going to collect information by:</p> <ul style="list-style-type: none"> Creating an interview form to complete. 	<ul style="list-style-type: none"> Interview form Pen for recording 	
<p>With our findings we will:</p> <ul style="list-style-type: none"> Analyse each athlete's breakfast using the four foods groups and label reading information Collate data with the rest of the class Tally the different breakfast foods eaten and graph results Provide information to the class on our food group analysis and add to class chart Graph combined athlete's intake against four food groups Make conclusions around the best breakfast foods for athletes Make suggestions around ways to overcome breakfast challenges. 	<ul style="list-style-type: none"> Copy of labels for some breakfast foods Four food group and label reading information Class breakfast chart (Resource 5) 	

Start date:

Finish date:

Teacher signature:

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INFORMATION SHEET 6: Presentation plan example

Group name: Hockey hopefuls

We will present our breakfast study findings to: Parents and students

We will present them by creating a display for the office wall

QUESTIONS	PREPARE/PLAN
What information needs to go on our presentation?	<ul style="list-style-type: none"> • Why breakfast is so important • What the best breakfast foods are and why • What some of the 'not so good' breakfast foods are and why • Show fat, sugar, fibre, sodium using visual aids
What resources do we need for our presentation? Where will we get these from?	<ul style="list-style-type: none"> • Information from our data analysis • Information why breakfast is so important • Playdough, sugar, salt to show fat etc. (get from home) • Scales, teaspoon for measurements (get from home) • A2 card (from teacher) • Tape, plastic bags, markers, felts (teacher and us)
How do we want it to look? (Attach a draft if needed)	<ul style="list-style-type: none"> • Show headings, where info will go, where visual aids will go etc.
TAKE ACTION	
Who do we need to ask about where our presentation can go? How will we ask them?	<ul style="list-style-type: none"> • Principal (arrange a time to ask in person) • Office staff (ask in person)
What are the steps we will take in making our presentation? E.g. Step 1 – Collect materials Step 2 – Allocate jobs	Step 1 – Ask principal and office staff Step 2 – Collect materials from home and teacher Step 3 – Draw a draft of what we want presentation to look like Step 4 – Allocate jobs for each group member to do Step 5 – Complete jobs Step 6 – Complete poster
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?	<ol style="list-style-type: none"> 1. What new information did you learn from our presentation? 2. Will you change anything about what you eat for breakfast? If so, what will you change and why?

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INFORMATION SHEET 7: Hauora Concept

(Information taken from Health and Physical Education online:
http://www.wicked.org.nz/r/health/curriculum/statement/page31_e.php)

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 whānau and taha wairua.

Taha tinana - Physical well-being

The physical body, its growth, development, 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 whānau - Social well-being

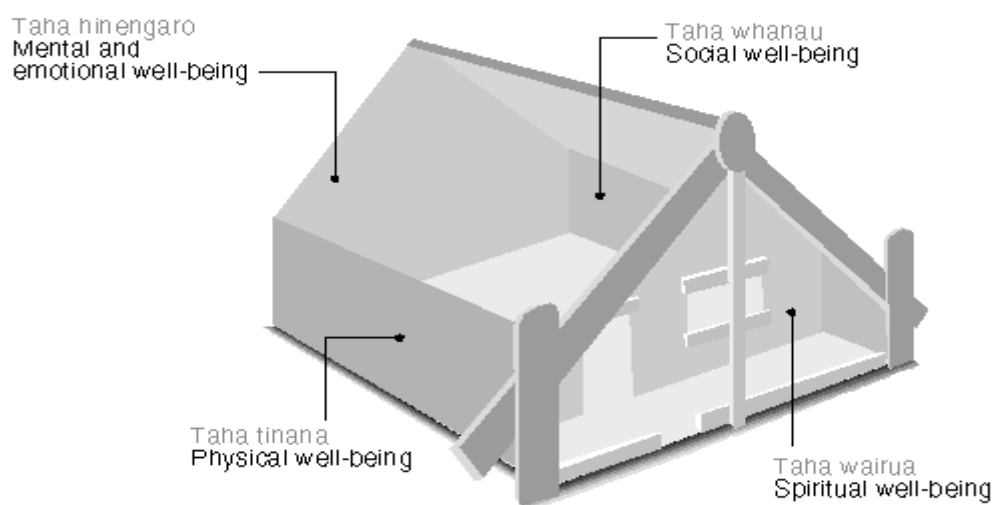
Family relationships, friendships, and other interpersonal relationships; feelings of belonging, compassion and caring; and social support.

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 tapa wha 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 whānau (family). All four dimensions are necessary for strength and symmetry. (Adapted from Mason Durie's Whaioara: Māori Health Development. Auckland: Oxford University Press, 1994, page 70).





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