

Unit: Healthy Bodies

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Big Idea: How can we be healthy?

Overall Expectations:

- Conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills
Recognize and use safely some common forms of technology (Science and Technology)

- Demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being
(Health and Physical Activity)

Lesson	Specific Expectations	Activity	Purpose	Activities and Technology Link	Assessment
What is Healthy?	- Begin to demonstrate an understanding of healthy, active living on the mind and body (H&PA) - Identify substances that are harmful to the body (H&PA) - Communicate results from individual and group investigation (S&T)	Activity 1 <i>Healthy vs. Unhealthy</i>	Introduce big idea and find out students' prior knowledge	- Glue pictures onto a T-chart	Diagnostic
		Activity 2 <i>What is Healthy?</i>	Students to set criteria as to what is healthy and what is not healthy	- Venn Diagram on Kidspiration - Smart board lesson (Modelled Reading)	Observation
Healthy	- Investigate the	Activity 3	To determine what foods	Food Collage as a class	Observation

Food	benefits of nutritious foods (H&PA) - Sort, classify, and compare objects and describe the attributes used (M)	<i>Food Groups</i>	go in each food group		
		Activity 4 <i>A well-balanced Meal</i>	To learn the importance of having a well-balanced diet including all four food groups	- plate of food worksheet (Shared writing) - well- balanced meal on Kidspiration	checklist
Healthy Lifestyle	-Practice and discuss appropriate hygiene (H&PA) - Discuss what makes them happy, unhappy, and why (H&PA) -Begin to demonstrate an understanding of healthy, active living on the mind and body (H&PA) - Communicate ideas about personal experiences in their writing (L)	Activity 5 <i>A Healthy Day</i>	Investigate what can be done to have a healthy day	-Read book “Time” (Modelled Reading) - Brain storm (Modelled Writing) -order clipart pictures (beginning of the day to the end) - smartboard lesson	checklist
		Lesson 6 <i>Healthy Feelings</i>	For students to realize that being healthy often can lead to being happy	Go through ordered pictures talk about how they feel (i.e. when they wake up, after recess, after lunch) Writing activity – What makes me happy? (Shared and independent writing)	Writing samples
Staying Healthy in the Winter	- Demonstrate an awareness of different kinds of weather and ways in which people adapt to weather (P&SD) - Pose questions and make predictions and observations before and during	Lesson 7 <i>Winter Weather</i>	Predict and determine winter weather patterns and how they differ from other seasons - discuss and compare summer and winter activities	- Labelled weather chart, - Labelled weather predictions on Kidspiration (shared writing) - T- chart	Observations

	investigations (S&T) - Describe natural occurrences, using their own observations and representations -Describe/represent patterns and cycles in the natural world (S&T)				
	Collect objects or data and make representation of their observations, using concrete graphs (M)	Lesson 8 <i>Winter Olympic Sports and Athletes</i>	Discuss sports at the Vancouver Winter Olympics and what athletes need to do to stay healthy and fit? What don't they do?	-Graph favourite Olympic sports (online graphing program) -Writing activity about favourite Olympic sport -video on smartboard from Vancouver 2010 website	checklist
I am Healthy!	Culminating Task – Illustrate how they can have a healthy day using pictures and words in a booklet.				Self-assessment and checklist

Cumulative Task Checklist

	Not Yet	Beginning	Established ("I've Got It!")
Communicate results from individual and group investigations (S&T)			
Pose questions and make predictions and observations before and during investigations (S&T)			
Demonstrate an awareness of different kinds of weather and ways in which people			

adapt to weather (P&SD)			
Demonstrate understanding of healthy active living on mind and body (H&PA)			
Investigate benefits of nutritious foods and ways of ensuring healthy eating			
Discuss what makes them happy and unhappy and why			
Practice and discuss appropriate hygiene (H&PA)			
Writing simple messages			

Personal Reflection

When I heard that, as part of the primary staff, I would be part of this project, many thoughts and feelings came to mind, excitement not being one of them. To be honest I was a bit nervous, as I do not regard myself as a computer savvy teacher. I was skeptical as to how much technology I can actually link with the Kindergarten lessons and activities I have planned. As I sat down with my primary colleagues to research the many ways we could link technology and our science units, my confidence increased. Then as I started to learn about all the wonderful resources, such as the smartboard, kidspiration, and had the opportunity to try them out, the excitement started to set in. That excitement increased ten-fold when one of my hard-to-please students yelled out during a smart board lesson, “This is the coolest thing ever!” This showed that, due to my lack of confidence, I was not meeting all the learning styles of my students. Being part of this project has changed that and now I have a better opportunity to meet ALL the learning styles of the students in my class.