

## Planning an Integrated TRT Day

**BAND** \_\_\_\_ B Primary Years \_\_\_\_\_

**Unit/topic Description:** \_\_\_\_\_

NUTRITION is a constant world issue, relevant to people of all ages. This integrated unit is designed to inspire and challenge Yr. 3-4 students during one day of teaching, yet includes extension activities for longer periods of relief work. The students will explore aspects of food and fun, with a focus on the Essential Learnings; Futures and Interdependence.

Produced by Rebecca Wyatt, Feb. 2002

(with thanks to my group members for sharing your ideas, from the CEASA Nov. 2001 mini-course)

Essential Learnings	Key Competencies	ICTs	Texts
<input checked="" type="checkbox"/> Futures <input checked="" type="checkbox"/> Identity <input checked="" type="checkbox"/> Interdependence <input checked="" type="checkbox"/> Thinking <input checked="" type="checkbox"/> Communication	<input checked="" type="checkbox"/> Collecting, analysing, organising information <input checked="" type="checkbox"/> Communicating ideas and information <input type="checkbox"/> Planning and organising activities <input type="checkbox"/> Working with others in teams <input checked="" type="checkbox"/> Using mathematical ideas and techniques <input checked="" type="checkbox"/> Solving problems <input type="checkbox"/> Using technology	<input type="checkbox"/> Digital camera <input type="checkbox"/> Computer/Printer <input type="checkbox"/> Video camera <input type="checkbox"/> Calculator <input type="checkbox"/> Internet <input type="checkbox"/> CD Player <input type="checkbox"/> Clock <input type="checkbox"/> Fax <input type="checkbox"/> Scanner <input type="checkbox"/> Email	<b>Literature Texts</b> <input type="checkbox"/> Classic <input checked="" type="checkbox"/> Contemporary <input type="checkbox"/> Popular  <input checked="" type="checkbox"/> <b>Media Texts</b> <b>Everyday Texts</b> <input type="checkbox"/> Daily <input type="checkbox"/> School <input type="checkbox"/> Work

Learning Area	Strand	Key ideas	Outcomes
Health & P.E.	Health of individuals & communities	F. KC1	2.6 Explains ways in which communities support their own & others health. 2.8 Evaluates and reports about their diet & considers influences on their choice of foods for an active and healthy life.
Maths	Exploring, analysing & modelling data	F, Id, T, C. KC1, KC2, KC6	2.2 Describes key features of data & draws conclusions from similar data from different groups. They make general predictions based on results.
Maths	Number	T, C. KC5, KC6	2.8 Uses a variety of estimating & calculating strategies, including memorising addition & subtraction facts with whole numbers & with money represented as decimals.
Science	Life systems	In, T. KC1	2.5 Explores relationships between living things by posing investigable questions about features & functions.
Music	Arts practice	T, C. KC2	2.1 Connects real and imagined experiences from the past & future, when creating or recreating arts works within each arts form.
P.E. & Health	Physical activity & participation	T, F. KC4	2.1 Confidently performs & repeats movement sequences with control, balance & coordination that in turn enhance their ability to plan for & participate in a wide range of physical activities.

\*Unit plans based on the SACSA frameworks, 2001.

# Activity Ideas: Nutrition

(Required resources are underlined.)

## HEALTH

Brainstorm different types of food, eg. Dairy, meat, fruit & veg. Then ask students to make a list of the food they would eat on a 'normal' day. Give a time limit and get students to group the list, any way they like. Show and discuss the 5 Food Groups poster, then compare with the groups the students created.

## MATHS 1

Discuss 'Nutrition Information Charts' founds of food packaging. Get children to bring their recess into the classroom so that they can see the charts. Discuss the way Fat and Sugar levels in food are recorded. Then show the product packaging of two different brands, eg. Home brand & Uncle Toby's muesli bars. Are there any differences in the Nutrition Charts? - If time, make a list of favourite recess foods on the blackboard. Make a whole class bar chart to record the results. (Students can draw a picture & glue onto poster chart in the correct column.)

## MATHS 2

Discuss healthy meals. Give students a budget and they can work in pairs to decide what food they would need to buy for going away on a camp for two days. They can look through food catalogues to determine approximate prices for their choices. They must record each item and keep a tally of how much money they have left to spend! Have share time so that groups can identify different choices.

## SCIENCE

Look at the text "The Incredible Journey through the Human Body", by Nicholas Harris. Read the appropriate section about the 'Digestive System' to the class. Give students a hand-out of a diagram of the digestive system. (I would show this on an overhead projector if available), and get them to label the parts. Where does our food go? Extension: write a summary of how food is digested at the bottom of the diagram!

## MUSIC

Students can work in pairs or small groups. Decide on a well known tune or nursery rhyme. Change the words to create a jingle that advertises a healthy food. (You may wish to give some examples eg. Golburn Valley Gold fruit snack T.V. ad)

## P.E.

At the end of the day, (if weather permits), find some grass and play the 'Fruit Salad' game. There are several variations of this. One is to give each student the name of a fruit and have 1 as the catcher. Set a boundary. When fruit name is called out, all those must run from 1 side of the boundary to the other without being tagged. If they are, they also stand in the middle as catchers... When 'Fruit salad' is called out all the different fruits must run together. Eventually there will be many in the middle and 1 fruit winner. (Take a whistle!)

# More time? More ideas...

## ENGLISH

- Write a creative story from the perspective of a food, eg. 'My life as an apple'.
- Make an acrostic poem then write it in the shape of a vegetable!

## HEALTH

- Discuss different forms of exercise. What do they involve?

## SCIENCE

- (Over a longer period of time doing relief work), look at how mould grows on bread.  
Research in pairs. What facts could you find out about mould?
- Test acid levels in fruit with indicator paper. Record the results.

## I.T.

- Create a table in Microsoft Publisher, listing healthy and unhealthy eating/drinking habits.

## ART/DESIGN

- Design and make a poster promoting 'Healthy Lifestyles'.
- Design a package for a food sold at the school canteen, (include a nutrition information chart).