

<b>Title of Unit</b>	My Body, My Mind	<b>Grade Level</b>	Division 3
<b>Curriculum Areas</b>	Health, Language Arts, Art	<b>Time Frame</b>	2 lessons
<b>Developed By</b>	Lynne Mourot, Prince Albert Community Literacy Plan (PACLP)		
<b>School</b>			

## Identify Desired Results (Stage 1)

### Content Standards –Curricular Outcomes

#### Developing Literacies

This competency addresses literacies as the application of interrelated knowledge, skills, and strategies related to various literacies to learn and communicate with others. In Elementary Level health education, children are provided opportunities to interpret the world and express their understanding using multiple modes of representation including the use of words, images, numbers, sounds, and movements.

#### Health Literacy

Health literacy refers to individuals' abilities to access and interpret information, develop understanding related to their physical, emotional, mental, and spiritual health, and strengthen the capacity to make well-informed, healthy decisions. This can include the knowledge, skills, and abilities to read and act upon health information, the proper skills to communicate health needs and challenges, or sufficient listening and cognitive skills to understand the information and the instructions received (Adapted from the Canadian Council on Learning, 2007).

Studies over the years have repeatedly demonstrated a strong link between literacy, level of education, and level of health. Health and learning are closely intertwined and the interaction between them is evident at all ages, from early childhood through to the later stages in life. The equation is a simple one:

Higher education status and ability to learn about health = Better health.

#### Inquiry for Healthy Decision Making

Making decisions is a part of all students' daily lives. Whether they know it or not, Division 3 students are already making decisions. The intent of this unit is to build on the learners' inherent curiosity and wonder, and draw on their diverse backgrounds, interests, and experiences for the purpose of improving decision making as it relates to healthy living and learning.

**Specific Learning Outcomes**

**Grade 7:**

USC7.1 Establish and use strategies to commit to and act upon personal standards (see grade 6) for various aspects of daily living over which an individual has control.

CC7.1 Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., Exploring Thoughts, Feelings, and Ideas), social responsibility (e.g., Taking Action), and efficacy (e.g., Building a Better World).

**Grade 8:**

USC8.1 Analyze and establish effective strategies of support for purposes of helping others increase health-enhancing behaviours.

CC8.1 Create various visual, oral, written and multimedia (including digital) texts that explore identity (e.g., Telling One’s Life Story), social responsibility (e.g., Examining the Influence of Popular Culture), and efficacy (e.g., Creating Turning Points).

**Grade 9:**

DM9.10 Assess the role of health promotion in making healthy decisions related to comprehensive approaches to safety, non-curable infection/diseases, romantic relationships, *healthy food policies*, addictions, tragic death and suicide, chronic illness, and sexual health.

CC9.1a Create various visual, multimedia, oral, and written texts that explore identity (e.g., The Search for Self), social responsibility (e.g., Our Shared Narratives), and efficacy (e.g., Doing the Right Thing).

<b>Essential Questions</b>	<b>Enduring Understandings</b>
<b>Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding.</b>	<b>What do you want students to understand &amp; be able to use several years from now?</b>
1. What is healthy living? 2. What is the relationship between a healthy lifestyle and learning? 3. Why should we study about our body, our brain and our lifestyle choices?	Students will understand that... Lifestyle choices will help promote a healthy body and mind There is a strong relationship between physical wellbeing and learning <ul style="list-style-type: none"> <li>• We learn best when we choose healthy foods every day</li> <li>• We learn best when we get enough sleep every night</li> <li>• We learn best when we get enough movement every day</li> <li>• We learn best when we choose to be happy every day</li> </ul> It is important to keep our bodies healthy so we can learn better.

	<p>Learning helps us have a healthy lifestyle</p> <ul style="list-style-type: none"> <li>• We can read labels to choose healthy foods</li> <li>• We can earn enough money to buy healthy foods</li> <li>• We can read recipes and follow the directions to make healthy foods at home</li> <li>• We can read labels on medicine bottles to make sure we follow the directions properly</li> <li>• We can read medical information from our health care professionals</li> </ul> <p>Material sent home (Bingo game) with students will help parents understand...</p> <ul style="list-style-type: none"> <li>• The need for a healthy lifestyle to promote learning</li> <li>• The important role of parents in children's learning</li> <li>• Literacy is more than just reading and writing. Children learn in many ways</li> <li>• Parents do many things at home to promote learning <ul style="list-style-type: none"> <li>○ Reading to/with children</li> <li>○ Playing board and card games</li> <li>○ Singing Songs, repeating rhymes and storytelling</li> <li>○ Enjoying music and dance together</li> <li>○ Cooking together</li> <li>○ Emailing and letter writing</li> <li>○ Shopping - reading labels and comparing prices</li> </ul> </li> </ul> <p>We need to learn about the relationship between health and leaning because we can improve our learning opportunities by living a healthy lifestyle and we can improve our health by increasing our learning.</p> <p style="text-align: center;"><b>Misconceptions</b></p> <p style="text-align: center;"><b>(Optional)</b></p> <p>Learning refers to just reading and writing.</p>
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<b>Knowledge</b> Students will know...	<b>Skills</b> Students will be able to...
<p>that lifestyle choices will help promote a healthy body.</p> <p>how physical, emotional and cognitive health connect to each other.</p>	<p>Assess the benefits of lifestyle choices (e.g., daily physical activity, proper nutrition, adequate sleep, positive attitude, appropriate hygiene practices,) that contribute to maintaining a healthy body.</p> <p>Pose questions to investigate or practical problems to solve related to human body systems (e.g., How are the physical, emotional and cognitive systems connected to each other? Could one system live without the other systems? If not, why not? Why do we need to eat? Why should we eat healthy foods? Which organs work hard during exercise? Why do we need enough sleep? What happens to our body and our brain when we do not eat enough healthy food, get enough sleep or enough exercise/movement? Why is it important to choose to be happy? What happens to our body and mind when we are not happy?)</p>
<b>Assessment Evidence (Stage 2)</b>	
<b>Performance Task Description</b>	
<p><b>The PERFORMANCE TASK describes the learning activity in “story” form. Typically, the P.T. describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real life situation. Describe your performance task scenario below:</b></p>	Helpful tips for writing a performance task.
<p><b>Goal:</b> Your goal is to explain the relationship between a healthy lifestyle and learning.</p> <p><b>Role:</b> You are an artist who knows about the relationship between health and learning.</p>	<p><b>Goal:</b> What should students accomplish by completing this task?</p>
<p><b>Audience:</b> The students in your class, your family and the community.</p>	<p><b>Role:</b> What role (perspective) will your students be taking?</p>

<p><b>Situation:</b> You will design a poster showing some aspect of the relationship between healthy living and learning.</p> <p><b>Product/Performance:</b> You have been hired by the (use the name of your Community) Literacy Project to teach community members the importance of a healthy lifestyle and the relationship between health and learning. Your job is to create a representation of the relationship between health and learning. You will choose one or more healthy activities related to learning. You will include the factors that affect your selected healthy activity and how it relates to learning.. Your project will be represented in the form a poster.</p>		<p><b>Audience:</b> Who is the relevant audience?</p>
		<p><b>Situation:</b> The context or challenge provided to the student.</p>
		<p><b>Product/Performance:</b> What product/performance will the student create?</p>
<p><b>Other Assessment Evidence:</b> (Formative and summative assessments used throughout the unit to arrive at the outcomes.)</p>		
<b>Conversation</b>	<b>Observation</b>	<b>Product</b>
<p>Self assessment - discussions with a student Journal entries</p>	<p>Discussions, anecdotal notes</p>	<p>Journal entries and performance task (poster)</p>

## Learning Plan (Stage 3)

**Where are your students headed? Where have they been? How will you make sure the students know where they are going?**

Throughout the unit, students will learn about the healthy lifestyles and learning and the accompanying text. Students will explore these concepts through posters, photos, websites, Canada’s Food Guide and Mission Nutrition charts. Students will draw on prior knowledge, ask questions, share their own view points, and reflect on the importance of healthy lifestyles and learning

The essential questions of the unit and the performance task will also be introduced at the start of the unit so the students know what they need to understand right from the start. Throughout the unit, the essential questions and performance task will be revisited to organize the direction of learning for the both the students and the teacher.

**How will you hook students at the beginning of the unit? (motivational set)**

To hook the students at the beginning of this unit, students will play a Bingo game to see how many literacy and healthy activities they have engaged in the past week. (A copy of a similar Bingo game will be sent home to families to encourage them to become more involved in their children’s learning and to validate what they, as parents, are already doing well.)

Students will be given a “Healthy Lifestyle Calendar” to complete - a blank calendar page for one month, asking students to write or draw one thing they do each day to be healthy (i.e. choose a healthy food, get enough rest, get enough movement, have happy thoughts, learn something new).

The performance task will be introduced.

**What events will help students experience and explore the enduring understandings and essential questions in the unit? How will you equip them with needed skills and knowledge? How will you organize and sequence the learning activities to optimize the engagement and achievement of all students?**

- Lesson 1: Begin the lesson with a 5 minute physical activity. Randomly hand out small, folded pieces of paper to students, with activities written on the paper – “skipping”, “rock climbing”, “cross country skiing”, “playing soccer”, “dancing”. Explain to students that there will be no talking during the activity. Ask students to demonstrate their activity while going around the room looking for people with the same activity. Once students have found those with the same activity, they ask them to demonstrate the activity for other students, and have students guess the activity.

**Time Frame**

This activity will demonstrate how easily physical activity can become part of everyday activities..

Students will then be introduced to the relationship between a healthy lifestyle and learning and the influence of learning on health. Discuss this important relationship. Introduce the students to the learning goals.

Students will be asked to share ideas for living a healthy lifestyle. (we have provided a poster with the talking points)

Introduce the task of developing a poster and the time frame for completion.

Students will begin work on their posters.

- Lesson 2: Briefly review the relationship between leaning and health. Have students complete the Healthy Lifestyles Bingo, to illustrate the daily types of activities that contribute to healthy living.

Students will continue to work on their posters. At the end of the lesson, students will explain to the class how their poster represents the theme “My Body, My Mind”.

- **Note:** If students have not completed their posters, they can explain what their poster *will* represent. The poster can be completed in art class or when students have completed work at the end of other classes.

**How will you cause students to *reflect and rethink*? How will you guide them in rehearsing, revising, and refining their work based on your essential questions and enduring understandings?**

Students reflect in writing journals at the end of each lesson. During the unit, students will work together or individually to create a poster that reflects their thinking about “healthy lifestyles and learning”. They will then explain how their poster reflects this idea.

**How will you help students to *exhibit and self-evaluate* their growing skills, knowledge, and understanding throughout the unit?**

Throughout the unit students’ will be asked to assess their ability to answer the essential questions of the unit with the goal that by the end of the unit they should be able to answer all the questions, using a poster to express their knowledge. Students will also be required to self-assess their performance task. Students will be asked explain their poster and how it relates to the theme of healthy lifestyles and learning. Teacher, peer and self assessment will guide students as they self evaluate.

**How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?**

Students will get the opportunity throughout the unit and in their performance task to apply what they learn about healthy lifestyles to real life situations.

Instruction will vary depending on student needs: whole class, guided, independent, small group, partner, teacher modeling, explicit instruction, and individual instruction.

Students will be given a variety of options to show their understanding. (Ex: journal entries that can be done orally or written, individual-partner discussion as well as the end product task of producing a poster.)

**What resources will you use in the learning experiences to meet the outcomes?**

Resources that may be used are:

**Print Resources:**

- *Nourishing Minds, Towards Comprehensive School Community Health: Nutrition Policy development in Saskatchewan Schools*, Saskatchewan Ministry of Education, in partnership with the Ministries of Health and Social Services
- *Healthy Food for My School*, Health Promotion Department, Public Health Services, Saskatoon Health Region
- *Inspiring Movement, Towards Comprehensive School Community Health: Guidelines for Physical Activity in Saskatchewan Schools*, Saskatchewan Ministry of Education, in partnership with the Ministries of Health and Tourism, Parks, Culture and Sport
- *Daily Physical Activity Manual*, Saskatchewan in Motion
- Canada's Food Guide and Canada's Food Guide for First Nations, Inuit and Metis, Health Canada
- Literacy Bingo Game developed by the Prince Albert Literacy Network

**Websites:**

[www.kelloggs.ca/missionnutrition/eng/educators.html](http://www.kelloggs.ca/missionnutrition/eng/educators.html) [www.missionnutrition.ca](http://www.missionnutrition.ca)

[www.participaction.ca](http://www.participaction.ca)

[www.saskatchewan.inmotion.ca](http://www.saskatchewan.inmotion.ca)

[www.theparentreport.com](http://www.theparentreport.com) (Sleep and school performance)

[www.kidshealth.org](http://www.kidshealth.org) (What is sleep and why all kids need it)

[www.hc-sc.gc.ca/fn-an/foodguide-ailment/index-eng.php](http://www.hc-sc.gc.ca/fn-an/foodguide-ailment/index-eng.php) Health Canada's nutrition website

