

# Topic and learning focus

## Healthy living

*I create a meal with all the essential nutrients like protein, fibre and iron, giving me a nourishing meal that is good for me.*  
Sam Stosur, professional tennis player, 2013

Being in good **health** makes you feel great and means that you have lots of energy to enjoy your favourite activities. But staying healthy and energetic isn't always easy, especially when there are lots of treats and bad habits out there to tempt you.

Good nutrition is the starting point to achieving good health. By learning about healthy foods and eating widely from different food groups you can help keep your body in top shape.

For thousands of years, Aboriginal and Torres Strait Islander Peoples successfully lived off the land, selecting the right foods from their environment to keep them healthy and fit.

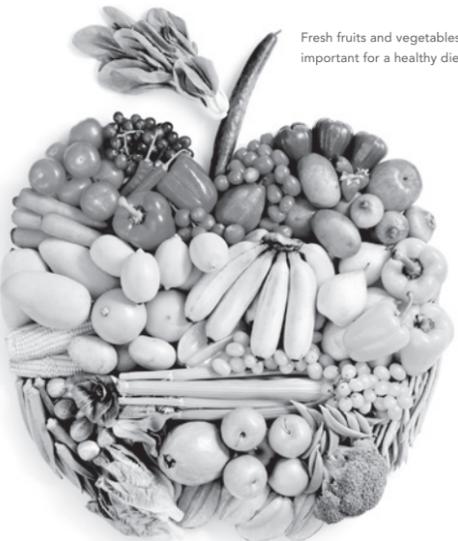
However, eating the right foods is just the beginning; you need to be more active too. Today, more Australian kids are spending less time being active and more time being **sedentary**, sitting and playing on computers or watching TV.

**Did you know?**  
Pumpkins and tomatoes are often included in the same category as vegetables, but they are actually fruit! So are green beans, avocados and corn kernels! If you think that's weird, bananas are a type of **herb**!

**health** the general condition of the body, free from disease  
**sedentary** sitting, or taking little exercise

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Fresh fruits and vegetables are important for a healthy diet.



**LET'S FIND OUT**

- What makes a good diet?
- What are the five main food groups?
- What foods should we eat more of?
- How active should we be and how often?
- What foods did Aboriginal and Torres Strait Islander Peoples eat before European settlement?

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In this topic, 'Healthy living', students learn about the many aspects of daily lifestyle choices that contribute to healthy living. Students will explore nutrition and food choices, today's eating habits and traditional Aboriginal foods. They will examine how exercise and mental health help to form important aspects of overall health and wellbeing.

The student magazine explores the topic of healthy living, considering current lifestyle choices being made by children and teens every day. This English-focused unit also explores areas outlined in the Australian Curriculum: Health and Physical Education – Personal, social and community health: Being healthy, safe and active.

The topic content is presented through a range of informative and imaginary text types. Students will explore an information report based on *The Australian Guide to Healthy Eating*, detailing facts about nutrition and food choices; a diary made by a student as he/she discovers facts about healthy

living on the Internet; a humorous play featuring the organs of the body; and an excerpt from the Internet describing Aboriginal Peoples' food choices prior to European settlement.

Students will work individually, in small groups and as a whole class as they explore each text. The activities focus students to investigate the content, structure and language features of each text, catering for a range of learning styles and EAL/D needs.

Students will engage with literacy, critical and creative thinking, ethical understanding and intercultural understanding, ICT capability and personal and social capability, as part of the Australian Curriculum.

The content of this topic also strongly encompasses the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures and sustainability.

## Let's find out

Students will investigate the following key questions:

- What makes a good diet?
- What are the five main food groups?
- What foods should we eat more of?
- How active should we be and how often?
- What food did Aboriginal and Torres Strait Islander Peoples eat before European settlement?

Prior to commencing this topic, it is recommended that you complete a running record of an unseen text with each student. The running record text provides general information about how students should consider all aspects of health in order to make choices about being healthy themselves. The running record text can be used to record students' reading behaviours and provide a snapshot of their ability to read and understand an unseen text. **P**

## Getting started

### Whole class

Discuss with students what 'healthy' means. Responses may be surprising and worth recording by brainstorming or mind-mapping the idea on the board. As students contribute and build on each others' words, decide when enough responses have been contributed.

Give students some time to think about how they would group these words. Prompt for responses or categories, e.g. 'Food', 'Diet', 'Exercise', 'Mental health', 'Lifestyle' etc.

Prompt students to think about ranking the words and/or categories from most to least important. Ask students to vote, and rewrite or re-order the words as a class. Now direct students to justify their reasons. If they can supply a reasonable justification, the word can remain or be moved.

Read the introduction to the text, beginning with the quote from Australian tennis player Sam Stosur, and check for student knowledge of key terms and vocabulary.

Begin a word wall based on terms such as 'nutrient', 'fibre' and 'iron'. Continue reading, stopping just before the *Did you know?* section.

Check the reaction of the class; note any surprises or questions at this stage.

### Small group

Provide a time limit and direct students to assume roles as they form small groups.

- Scribe (recorder)
- Director (keeping group on track and reading the questions)
- Reporter (reports to class)

Direct groups to examine the image on page 3. How does this image relate to the topic 'Healthy living'?

Direct students to prepare an answer in groups and to support their answer with some evidence, before checking responses.

Encourage students to listen to other groups' responses and model for them how to add to a response, building on each others' knowledge and comments. Groups are to work through the *Let's find out* questions.

### Individual

Direct students to complete a K-W-L chart to record some things they know already, learnt today and/or want to know more about. **P**

Students read the *Did you know?* section to assist them with the K-W-L task. Monitor students' writing and recording to ensure the K-W-L chart is being used properly. Share information once students are finished.

This chart can be revisited at the end of the topic to capture what the students have learnt throughout the topic. ■