



## “Turn Your Health Around” Unit Outline Year 8 English

Unit Outline	Teaching and Learning Cycle	Resource Links
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>- Teamwork / Consensus Building</li> <li>- Visual Ranking – Factors affecting their lifestyle /eating choices</li> <li>- COMPARISON / CONTRAST: Journal Entry – My Health – now, collage of their life (food, activities, other)</li> <li>- AND Interviews with parents or older person – food and activity when a child, write up as a report</li> <li>- Simple poetry on food and physical activity</li> </ul>	<p><b>Building the Field</b></p> <p>Hungry Planet: What the World Eats (slides) Introduction to Turn Your Health Around program Vocab: unit vocab, eating, moving, adjectives, Interview Techniques – notes on assignment #1 task sheet Report writing – Information Report Scaffold notes Simple Poetry – Haiku, Cinquain, Acrostic – whiteboard notes</p> <p><b>Modelling and Deconstruction</b></p> <p>Visual Ranking (on whiteboard) Report – The Simpsons</p> <p><b>Joint Construction</b></p> <p>Visual Ranking (On Intel) Interviews – class work out questions to ask using assignment question/task as guideline Journal writing – paragraph structure on board using task sheet as guideline Report writing – paragraph structure on board using task sheet as guideline Poems – class poems on board</p> <p><b>Independent Construction</b></p> <p>Visual Ranking #1 <b>TASK #1 = Comparison their life in Journal Entry / collage with Report on Interview with an adult</b> Poems – 2 per student</p>	<p><b>Digital Documents</b></p> <p><b>Unit Planning</b></p> <ol style="list-style-type: none"> <li>1. Assessment Plan</li> <li>2. Description of class</li> <li>3. Program Overview</li> <li>4. Unit Outline</li> <li>5. Intel Plan</li> </ol> <p><b>Introduction</b></p> <ol style="list-style-type: none"> <li>6. Food eaten in a week PowerPoint</li> <li>7. Interview Assignment</li> <li>8. Information Report Scaffold</li> </ol>
<p><b>Healthy Eating in Children’s Literature</b></p> <ul style="list-style-type: none"> <li>- General questions on issues brought up in the books (American Guidelines)</li> <li>- Research on Healthy Eating Guidelines etc               <ul style="list-style-type: none"> <li>- Resource Based Learning</li> <li>- Notetaking</li> <li>- Bibliography</li> </ul> </li> <li>- How Children’s Literature written, features</li> <li>- Create / write own picture book with healthy eating message</li> <li>- PhotoStory (or similar) – add narration to the stories and load onto Internet</li> </ul>	<p><b>Building the Field</b></p> <p>Australian Healthy Eating Guidelines – research on Internet <b>Task #4: Research on Healthy Eating Guidelines</b> Notetaking – sample exercises. Note as a group on whiteboard RBL – outline of research process. Stick sheet in book Bibliography – outline of why / how. Stick sheet in book. Children’s Literature – how constructed as a text. Class notes.</p> <p><b>Modelling and Deconstruction</b></p> <p>Ideas presented in books Response to text: <b>Task #2 = Blooms Taxonomy assignments</b></p> <p>How to write a book review: review of Madeline at Cooking School as practice <b>Task #3: Book review on one of the texts.</b></p> <p><b>Joint Construction</b></p> <p>Possible ideas for stories, structure of text</p>	<p><b>Children’s Literature</b></p> <ol style="list-style-type: none"> <li>9. Children’s Book Review Guide</li> <li>10. Responses to Children’s Literature</li> <li>11. Book review notes</li> </ol> <p><b>Information Skills</b></p> <ol style="list-style-type: none"> <li>12. Information Skills Process</li> <li>13. How to write a reference list</li> <li>14. Notetaking Skills</li> <li>15. Notetaking Texts</li> <li>16. Research Assignment</li> </ol> <p><b>Children’s Literature</b></p> <ol style="list-style-type: none"> <li>17. Children’s Book Assignment</li> <li>18. Story Mapping</li> <li>19. Peer Evaluation</li> <li>20. Assessment Rubric</li> </ol>



# Turn Your Health Around

	<p><b>Independent Construction</b>  <b>Task #5 = Write own children’s story with a healthy eating message.</b>          PhotoStory 3 / Movie Maker / PowerPoint</p>	
<p><b>Advertising and Food Choice</b></p> <ul style="list-style-type: none"> <li>- Look at advertising techniques, language used, guidelines</li> <li>- Study food commercials AND “Go for 2 and 5” advertising</li> <li>- Visual Ranking – most important elements of advertising</li> <li>- Advertise food for Canteen – billboards and posters</li> </ul>	<p><b>Building the Field</b>          Language of advertising          Advertising techniques          Visual Ranking #2</p> <p><b>Modelling and Deconstruction</b>          Advertising on TV, print, magazines, Internet          Deconstructing print ads and TV commercials</p> <p><b>Joint Construction</b>          Ads for fictional products</p> <p><b>Independent Construction</b>  <b>Task #5 = Advertising of new food for the canteen / oral presentation</b></p>	<p><b>Advertising</b></p> <ol style="list-style-type: none"> <li>21. Advertising Vocabulary</li> <li>22. Advertising Strategies</li> <li>23. Advertising Activities – Print &amp; TV</li> <li>24. Advertising Activities – Print Ads</li> <li>25. TV Commercial Log Sheet</li> <li>26. Canteen Food Assignment</li> <li>27. Canteen Food Assessment Rubric</li> </ol>
<p><b>Introducing a new Healthy Snack for the AHS Canteen</b></p> <ul style="list-style-type: none"> <li>- Visual Ranking – factors affecting student choice for recess/lunch OR what do students have for lunch/recess</li> <li>- Survey what students would like</li> <li>- Consider what they have learnt from the research in Children’s Literature section</li> <li>- Research food for the canteen (DMA)             <ul style="list-style-type: none"> <li>- research, pricing, advertising, negotiation with canteen etc</li> <li>- make and distribute food</li> <li>- evaluate process</li> </ul> </li> </ul>	<p><b>Building the Field</b>          Research Healthy Eating Guidelines (above)          Visual Ranking #3          Surveys          Oral Presentations          Survey school community re new foods</p> <p><b>Modelling and Deconstruction</b>          What is available in the canteen at present?          Healthy Snacks ideas from websites</p> <p><b>Joint Construction</b>          Possible ideas for new foods</p> <p><b>Independent Construction</b>  <b>Task #5 = Selection of new food for the canteen / oral presentation</b></p>	
<p><b>Resources</b>  <b>Website Links / Resources</b>          Turn Your Health Around Links / Resources  <a href="http://www.adelaidehs.sa.edu.au/turn_your_health_around_links.htm">http://www.adelaidehs.sa.edu.au/turn_your_health_around_links.htm</a></p>	<p><b>Resources</b>  <b>Children’s Literature</b>  <u>Texts:</u>          CL Evers: How to Teach Nutrition to Kids          CL Evers: Nutrition fun with Broc and Roll</p> <p><u>Children’s Literature</u>          R Barron: Showdown at the Food Pyramid          S &amp; J Berenstain: The Berenstain Bears and Too Much Junk Food</p>	



# Turn Your Health Around

## Visual Ranking

### Text

Intel Teach Program: Thinking with Technology Course  
Intel Corporation, 2008

### Website

Visual Ranking Tool : Analyzing and Evaluating Information  
<http://educate.intel.com/en/thinkingtools/Visualranking/>

## Interview / Report Task

### Website

Comparing Lifestyles  
<http://1seven.com.au/Teachers/CurriculumResources/UpperPrimaryYears/tabid/10079/Default.aspx?newsId=45676>

### Text

Text Types in English 2 (RT808.042 AND)  
Mark & Kathy Anderson

## Poetry

### Text

Targeting Text: Literature: Narrative, Drama & Poetry (RT808.042WAG)  
Patrick Wagner

Text Types in English 1 (RT808.042 AND)  
Mark and Kathy Anderson

Text Types in English 3 (RT808.042 AND)  
Mark and Kathy Anderson

Poetry Unlocked (RT821.009HAM)  
Elaine Hamilton & Robin Farr

### Website

Different Types of Poetry  
[http://www.newman.ac.uk/students\\_websites/~H.K.Shuthar/Index.html](http://www.newman.ac.uk/students_websites/~H.K.Shuthar/Index.html)

A Buono et al: The Race Against Junk Food  
Dr Seuss: Green Eggs and Ham  
Dr Seuss: Oh, the things you can do that are good for you  
CL Evers: Good For You  
L Leedy: The Edible Pyramid; Good Eating Every Day  
A Niehaus: My Food Pyramid  
L Rockwell: Good Enough to Eat  
M Sharmat: Gregory, the Terrible Eater  
B Storper: Janey Junkfood's Fresh Adventure

### Children's' Literature Websites

Read, Write, Think: The Children's Picture Book Project  
[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=1022](http://www.readwritethink.org/lessons/lesson_view.asp?id=1022)

## Response to Literature

### Text

Infusing Thinking in the Middle Years: English, performing & visual arts & LOTE : a resource book for teachers (RT153.407 POH)  
Michael Pohl

Text Types in English 2 (RT808.042 AND)  
Mark & Kathy Anderson

Great Ideas for the Classroom: units of Work for English in the Middle Years  
Ed: Alison Robertson

### Website

Investigate a book; Fiction or non-fiction  
<http://sbpslibraryweblinks.googlepages.com/investigate20a20book20the20blooming-.doc>

## Narrative Structure

### Text

Targeting Text: Literature: Narrative, Drama & Poetry (RT 808.042WAG)  
Patrick Wagner

Text Types in English 2 (RT808.042 AND)  
Mark & Kathy Anderson

## Advertising

### Text

Heinemann English Project: Advertising (RT659.1 STR)  
Mark Stracey



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Acrostic Poems

<http://www.readwritethink.org/materials/acrostic/>

Shape Poems

<http://www.readwritethink.org/materials/shape/>

What is poetry?

<http://www.teachers.ash.org.au/jeather/writingfun/wfmov/poetry.swf>

## Research Process / Notetaking

### Text

Access to Reading & Language Arts: Study Skills

7. Linguisystems, 1995

Access to Reading & Language Arts: Reading & Listening Comprehension, Linguisystems, 1995

### Website

Notetaking Tips / Notetaking Styles / Write your bibliography: [www.slv.vic.gov.au/ergo/notetakingtips](http://www.slv.vic.gov.au/ergo/notetakingtips)

The Information Skills Process for Students

<http://10.60.16.62/lib/Subjects/Library/InformationSkillsProcess.doc>

How to write a reference list

<http://10.60.16.62/lib/Referencing/HOW%20TO%20WRITE%20A%20REFERENCE%20LIST.dot>

Media Remix: Digital Projects for Students

Michael Dezuanni & Anita Jetnikoff

### Website

Anatomy of an advert

<http://pagesperso-orange.fr/activitice/menus/index3/advertising.htm>

Desktop Publishing and Advertising

[www.uen.org/Lessonplan/downloadFile.cgi?file=22908-2-28988-Desktop\\_Publishing\\_and...Lesson\\_Plan.pdf...Lesson\\_Plan](http://www.uen.org/Lessonplan/downloadFile.cgi?file=22908-2-28988-Desktop_Publishing_and...Lesson_Plan.pdf...Lesson_Plan)

Food Advertising Strategies

[http://www.media-awareness.ca/english/resources/educational/handouts/advertising\\_marketing/food\\_ad\\_strategies.cfm](http://www.media-awareness.ca/english/resources/educational/handouts/advertising_marketing/food_ad_strategies.cfm)

Glossary of commonly used advertising techniques

[http://www.mediaworkshop.org/bwc/johnston\\_gonzalez/ads/glossary.html](http://www.mediaworkshop.org/bwc/johnston_gonzalez/ads/glossary.html)

How advertisers help consumers part with their money

<http://www.chfestival.org/resources/content/HowAdvertisersHelpPartConsumers.pdf>

Unit Plan: Snack Time

[epotential.education.vic.gov.au/showcase/download.php?doc\\_id=594](http://epotential.education.vic.gov.au/showcase/download.php?doc_id=594)

### Other

Hungry Planet: What the World Eats

Madeline at Cooking School (video) DIC Enterprises, 1995