

God is Wise Teacher's Topic Guide Year 6

Topic: Health and fitness

Duration: 4 weeks

Spiritual awareness

We can ask God for wisdom concerning the best way to keep the body fit and healthy. We have a responsibility to ourselves, others and our Creator to make wise food choices and show self-control when faced with less healthy food and drink options. God has provided a wealth of healthy foods in His creation.

Bible references

Genesis 1:29 God created plant foods for our health

1 Corinthians 6:19-20 Do you not know that your body is a temple of the Holy Spirit within you, whom you have from God? You are not your own, for you were bought with a price. So glorify God in your body.

1 Corinthians 10:31 So, whether you eat or drink, or whatever you do, do all to the glory of God.

Genesis 1:29 And God said, "Behold, I have given you every plant yielding seed that is on the face of all the earth, and every tree with seed in its fruit. You shall have them for food."

Genesis 9:3 Every moving thing that lives shall be food for you. And as I gave you the green plants, I give you everything.

1 Corinthians 9:27 But I discipline my body and keep it under control, lest after preaching to others I myself should be disqualified.

1 Corinthians 3:16-17 Do you not know that you are God's temple and that God's Spirit dwells in you? If anyone destroys God's temple, God will destroy him. For God's temple is holy, and you are that temple.

Proverbs 25:27 It is not good to eat much honey, nor is it glorious to seek one's own glory.

Outcomes

Students will

Knowledge

- understand the food requirements for a healthy body
- appreciate the range of healthy food that God has provided
- discern between healthy and not-so-healthy food
- develop disciplined eating habits
- identify local and imported foods
- identify processed and unprocessed foods
- identify the primary source of processed foods
- classify foods according to certain food groups
- discover the causes of physical and chemical changes that occur when preparing food
- understand factors causing food deterioration

Skills

- classify food types
- research food value
- record and present information food for health

- pose questions about the chemistry of food
- prepare food
- observe chemical processes and changes to food such as formation of solids and liquids, dissolving of substances

Values

- appreciate natural foods, (foods from God's creation)
- appreciate the health benefits of natural foods
- be willing to be involved in preparing food and see the health benefits of home-made food as opposed to junk food and fast food

Key questions

Why should we eat a wide variety of plant foods?

What different coloured vegetables can you think of?

Why should we eat lots of different coloured vegetables?

What are vitamins and minerals and why are they important?

Why are green vegetables important?

What kind of food can prevent our body from working well? (sugar and junk food)

Which fruits grow on trees?

What is a fruit? (The part of the plant that contains seeds)

Where do potatoes, yams and carrots grow?

Can you think of any other vegetables that grow under the ground?

Can you think of any vegetables that are the stems of plants? (celery, asparagus)

Which vegetables are the flowers? (cauliflower and broccoli)

Which are leaves? (spinach, cabbage)

Which are seeds? (cereals)

What does a plant need in order to grow? (light, water, air, soil)

Activities

- Classify plant foods according to fruits, vegetables, herbs, seeds, (cereals).
- Make a collection of seeds we eat.
- Classify foods according to plant or animal sources.
- Classify foods according to processed or unprocessed.
- Classify foods according to nutritious, 'junk food' or in between. Devise a scale and show information on a graph.
- Recognize foods by playing identification games using sight, taste, touch and smell.
- Prepare some healthy food, following a recipe.
- Devise a menu for a balanced meal.
- Compile a cook book.
- Invent a new recipe.
- Observe physical and chemical changes that occur during food preparation e.g. changes from liquid to solid or solid to liquid, (melting, setting / solidifying), dissolving, rising, expansion.
- Find out places where different foods are grown and show these on a map.
- Read and analyze food packaging labels.
- Decide whether food advertisements are telling the truth.

- Design an advertisement or poster for healthy food.
- Investigate deterioration of food due to age or warmth and explore the growth of moulds on foodstuffs.
- Record and graph times for deterioration of foods left unrefrigerated.
- Compare use-by dates on packages.
- Measure masses and volumes of cooking ingredients; weight vegetables.
- Research and compare cost of foods.
- Grow some vegetables and/or herbs: record the growth rates; describe stages of growth.
- Game: *Play animal or vegetable?* One student thinks of a food that is animal or vegetable but does not disclose the food he/she is thinking about. e.g. a banana. Class members take turns to ask questions in order to guess the name of the food. The questions must be able to be answered 'yes' or 'no'. e.g. Is it animal? Is it red? Does it grow on a tree?

NEW START stands for:

- **Nutrients** – are the parts of food that makes us grow, and stay healthy. Only healthy foods do this.
- **Exercise** – at least half an hour every day
- **Water** – 6 glasses a day, (not fruit juice or fizzy drink)
- **Sunlight** – for vitamin D for strong bones.
- **Toxin-free** – avoid artificial food additives and avoid toxic chemicals in the environment
- **Air** – get fresh air every day
- **Rest** – don't stay up late
- **Think happy thoughts and trust in God**

Learning Connections

Assessment

What have I learned from the study of food...

about God? about the Bible? About my responsibility to keep healthy?

Research cards: Plant Foods

Thinking skills: Food and nutrition

Values education Year 6

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Planning ahead

Wisdom is ...

- being organized with your affairs
- planning ahead

Discussion

Think about ways in which you would prepare for these things:

a) a family holiday

Make a list of the things you would need...

- for a summer camping holiday by the beach.
- for a holiday in the snow.

b) different kinds of weather

How do people prepare for bushfires? droughts? hot sun? floods? cold weather? snow?

c) earthquakes

How do people measure the likelihood of an earthquake in a particular area? How do people prepare for it? What precautions would be taken by town planners? What kind of buildings might be chosen in earthquake prone areas? How might an earthquake drill be carried out in a school? What preparations would be made by emergency services?

In order to prepare for the future we need to think ahead. Thinking ahead is being wise and responsible. It is opposite to being lazy. Laziness prevents us from being aware of the future. Can you think of ways in which you can be wise and responsible around the home?

What does the Bible say about laziness?

Proverbs 19:15 Laziness makes us sleepy.

Proverbs 6:6 The wisdom of the ant.

Proverbs 19:5 Warning against laziness

Matthew 6:19-21 Wisdom in storing up heavenly treasure.

Matthew 7:24-28 The wise and foolish builders.

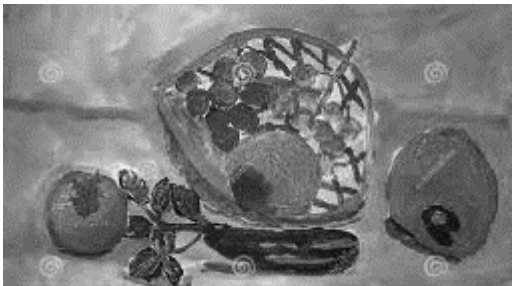
Art Year 6

God is Wise Healthy food

Biblical wall display and text: And God said, “Behold, I have given you every plant yielding seed that is on the face of all the earth, and every tree with seed in its fruit. You shall have them for food.”
Genesis 1:29

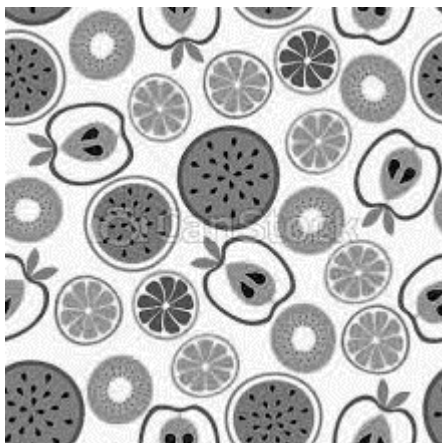
- Draw food plants, as you would find them growing in the ground. Label the edible part of the plant – root, leaf, stalk, stem or flower. (A potato is a swollen underground stem called a tuber).
- Make vegetable prints: cut vegetables and print them onto paper. Use a dish-washing sponged soaked in paint for a stamp pad.
- Make a vegetable man or vegetable animal
Provide potatoes, carrots, spinach. Children can use toothpicks to put together pieces of vegetables, to form a character or an animal. Ask them to write a description of how they made it. e.g. “This is my vegetable man. I used a potato for the body, a piece of carrot for the head and spinach for the hair”.

Still life drawings or paintings of fruits and vegetables



Printing, pattern and design

Use fruit or vegetable shapes as a basis for a pattern. Consider cross-cut sections as well.



Thinking Skills Wise Yr 6

<p>Food and nutrition 1</p> <p>Work out 10 things that this picture could represent in regard to food.</p> 	<p>Food and nutrition 2</p> <p>Design 5 unusual ways of encouraging young children to eat healthier food.</p>
<p>Food and nutrition 3</p> <p>Name 10 healthy foods that you have NEVER eaten.</p>	<p>Food and nutrition 4</p> <p>What if a single pill could replace your daily food intake?</p> <p>Give 10 different consequences.</p>
<p>Food and nutrition 5</p> <p>School canteens should not sell junk food.</p> <p>Give 5 good reasons for this.</p>	<p>Food and nutrition 6</p> <p>Predict a type of cooking appliance that will be used in family homes 100 years from now.</p> <p>Draw it (if possible).</p>

Science Year 6

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- Grow a bean seed on the inside of a glass jar, covering it with a layer of paper towel. The seed goes between the paper towel and the glass. Keep the paper towel wet and expose the jar to light. Do the same experiment but place the jar in the dark. Will the seed germinate?

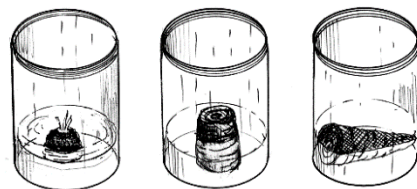


- Students can make a journal to show development of the bean seed, giving dates: when 'planted' between glass and paper towel; when the root appeared; when the shoot appeared; when the first green leaves were seen. They can draw and describe the stages in the growth of the bean seedling.
- Classify fruits and vegetables: Students can group fruits and vegetables as follows: seeds; stalks; stems; roots; fruits; flowers; leaves.

- Grow new vegetables from old ones:

Carrots

1. Take a fresh carrot and three clear glass jars, each the same size.
2. Cut the carrot so that you have three different parts.
3. Place each of the parts in a jar of water. Label the jars 1, 2 and 3. Make sure that the jars have the same amount of water and sunlight.
4. Leave the parts in the water for a week or two until some shoots have appeared.
5. Children can keep a diary on observations. Which part of the carrot created new shoots?



Potatoes

The dark spots on a potato are the eyes. Potatoes left too long in the cupboard will have roots growing from them.

Experiment:

1. Cut two pieces from a potato, one with eyes and one without.
2. Place each piece in a jar of water, and leave them there for one week. Make sure both jars have the same amount of water.
3. Students can describe the results of the experiment. (Only the potato with eyes will grow shoots.)

