

Teaching and Learning in Home Economics Unit Plan			
Unit Title: <b>Vege Master Chef</b>		Year Level: <b>Year 8</b>	
Curriculum Level: <b>Level 3/4</b>			
<b>Your vision for Home Economics</b>	<i>Place your vision in here</i>		
<b>Rationale</b> (for teaching this unit)	<i>Why have you chosen this rationale for this unit?</i> Our aim was to introduce students to a range of vegetables and look at the value of them to our diet and what influences our choices. For example, My brother does not like peas, therefore I do not like them either.		
<b>Relationship to NZC</b>  <i>Consider how these play out in your syndicate/ dept</i>	<b>Vision</b>	<b>Principles</b>	<b>Values</b>
	<b>Students will be:</b>	<b>Students will be:</b>	<b>Students will be able to:</b>
<b>Link to Te Ao Māori and the Pasifika Plan</b>	Links to traditional Māori cooking in a hangi. Ako – Practice in the classroom and beyond - Reciprocal teaching/learning; parents, whānau, hapū, learner, teacher - ( <i>Tātaiako -Teaching Council and Ministry of Education</i> ) Turu 1: Identities, languages and cultures ( <i>Tapasā Teaching Council and Ministry of Education</i> )		

**Underlying Concepts:** *(Select the ones you are specifically going to make reference to in your teaching and learning Hauora, Health Promotion, Attitudes and Values and Socio-Ecological Perspective)*

The socio-ecological perspective will be evident when students:

- identify and reflect on factors that influence people's choices and behaviours relating to health and physical activity (including social, economic, environmental, cultural, and behavioural factors and their interactions)
- recognise the need for mutual care and shared responsibility between themselves, other people, and society
- actively contribute to their own well-being, to that of other people and society, and to the health of the environment that they live in.

Through the socio-ecological perspective, students will learn to take into account the considerations that affect society as a whole as well as individual considerations and will discover the need to integrate these.

<https://health.tki.org.nz/Teaching-in-HPE/Health-and-PE-in-the-NZC/Health-and-PE-in-the-NZC-1999/Underlying-concepts/The-Socio-ecological-perspective>

**Key Competencies Students will be able to:** *(Select those explicitly taught)*

- Thinking
- Language, symbols, and texts
- Managing self
- Relating to others
- Participating and contributing

*You select the ones that meet the needs of your students and put your evidence here as to what you are looking for.*

NZC Level Achievement Objectives	Personal Health and Physical Development	Movement Concepts and Motor Skills	Relationships with Other People	Healthy Communities and Environments
<b>Level 3</b>	<p><i>Students will:</i></p> <p><b>A1 Personal growth and development</b></p> <ul style="list-style-type: none"> <li>• Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes.</li> </ul>	<p><i>Students will:</i></p> <p><b>B1 Movement skills</b></p> <ul style="list-style-type: none"> <li>• Develop more complex movement sequences and strategies in a range of situations.</li> </ul>	<p><i>Students will:</i></p> <p><b>C1 Relationships</b></p> <ul style="list-style-type: none"> <li>• Identify and compare ways of establishing relationships and managing changing relationships.</li> </ul>	<p><i>Students will:</i></p> <p><b>D1 Societal attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Identify how health care and physical activity practices are influenced by community and environmental factors.</li> </ul>

<p><i>A class could operate across 2 levels to allow for differentiation</i></p>	<p><b>A2 Regular physical activity</b></p> <ul style="list-style-type: none"> <li>Maintain regular participation in enjoyable physical activities in a range of environments and describe how these assist in the promotion of well-being.</li> </ul> <p><b>A3 Safety management</b></p> <ul style="list-style-type: none"> <li>Identify risks and their causes and describe safe practices to manage these.</li> </ul> <p><b>A4 Personal identity</b></p> <ul style="list-style-type: none"> <li>Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.</li> </ul>	<p><b>B2 Positive attitudes</b></p> <ul style="list-style-type: none"> <li>Develop movement skills in challenging situations and describe how these challenges impact on themselves and others.</li> </ul> <p><b>B3 Science and technology</b></p> <ul style="list-style-type: none"> <li>Participate in and describe how their body responds to regular and vigorous physical activity in a range of environments.</li> </ul> <p><b>B4 Challenges and social and cultural factors</b></p> <ul style="list-style-type: none"> <li>Participate in co-operative and competitive activities and describe how cooperation and competition can affect people’s behaviour and the quality of the experience.</li> </ul>	<p><b>C2 Identity, sensitivity, and respect</b></p> <ul style="list-style-type: none"> <li>Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.</li> </ul> <p><b>C3 Interpersonal skills</b></p> <ul style="list-style-type: none"> <li>Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.</li> </ul>	<p><b>D2 Community resources</b></p> <ul style="list-style-type: none"> <li>Participate in communal events and describe how such events enhance the well-being of the community.</li> </ul> <p><b>D3 Rights, responsibilities, and laws</b></p> <ul style="list-style-type: none"> <li>Research and describe current health and safety guidelines and practices in their school and take action to enhance their effectiveness.</li> </ul> <p><b>D4 People and the environment</b></p> <ul style="list-style-type: none"> <li>Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.</li> </ul>
<p><b>NZC Level Achievement Objectives</b></p>	<p><b>Personal Health and Physical Development</b></p> <p><i>Students will:</i></p> <p><b>A1 Personal growth and development</b></p> <ul style="list-style-type: none"> <li>Describe the characteristics of pubertal change and discuss positive adjustment strategies.</li> </ul> <p><b>A2 Regular physical activity</b></p> <ul style="list-style-type: none"> <li>Demonstrate an increasing sense of responsibility for incorporating</li> </ul>	<p><b>Movement Concepts and Motor Skills</b></p> <p><i>Students will:</i></p> <p><b>B1 Movement skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate consistency and control of movement in a range of situations.</li> </ul> <p><b>B2 Positive attitudes</b></p> <ul style="list-style-type: none"> <li>Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their</li> </ul>	<p><b>Relationships with Other People</b></p> <p><i>Students will:</i></p> <p><b>C1 Relationships</b></p> <ul style="list-style-type: none"> <li>Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.</li> </ul> <p><b>C2 Identity, sensitivity, and respect</b></p>	<p><b>Healthy Communities and Environments</b></p> <p><i>Students will:</i></p> <p><b>D1 Societal attitudes and values</b></p> <ul style="list-style-type: none"> <li>Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand.</li> </ul> <p><b>D2 Community resources</b></p>

<p><b>Level 3</b></p> <p><i>A class could operate across 2 levels to allow for differentiation</i></p>	<p>regular and enjoyable physical activity into their personal lifestyle to enhance well-being.</p> <p><b>A3 Safety management</b></p> <ul style="list-style-type: none"> <li>• Access and use information to make and action safe choices in a range of contexts.</li> </ul> <p><b>A4 Personal identity</b></p> <ul style="list-style-type: none"> <li>• Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth.</li> </ul>	<p>abilities in movement-related activities.</p> <p><b>B3 Science and technology</b></p> <ul style="list-style-type: none"> <li>• Experience and demonstrate how science, technology, and the environment influence the selection and use of equipment in a variety of settings.</li> </ul> <p><b>B4 Challenges and social and cultural factors</b></p> <ul style="list-style-type: none"> <li>• Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people.</li> </ul> <p><b>C3 Interpersonal skills</b></p> <ul style="list-style-type: none"> <li>• Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members.</li> </ul> <p><b>D3 Rights, responsibilities, and laws; D4 People and the environment</b></p> <ul style="list-style-type: none"> <li>• Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.</li> </ul>
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<p><b>Learning Intentions</b></p>	<p>Students will develop their learning intentions and success criteria from the AOs selected. Verbs – describe, contribute, identify, participate and take action</p>	
<p><b>Language of (AOs)</b></p>	<p>You develop this with your students</p>	
<p><b>Teaching and Learning Action Plan</b></p>		<p><b>Resources required</b></p>
<p>This is an Enquiry based unit. The aim is that students will investigate the nutritional value of a wide variety of vegetables; they will identify the best cooking method. They would have investigated their local markets/ school vegetable garden/ home vegetable garden.</p> <p><b>Enquiry</b> – The value and influences of a variety of vegetables in the diet of a Year 8 student. Potential enquiry questions.</p> <ul style="list-style-type: none"> <li>● There are few vegetables in take away foods. Why?</li> <li>● What is the value of vegetables for you as a growing student?</li> <li>● Vegetables are too expensive and my parents do not see the value of eating them. What can I do to make cheaper vegetable dishes at home with my parents?</li> <li>● Vegetables are full of nutrition. What particular nutrients would help my body?</li> <li>● What vegetables do my peers like and why? Survey some of my peers and find out what influences them to eat the vegetables they do.</li> </ul> <p><b>Background</b> Students will describe the value of vegetables to meet Child’s (2-12) Nutritional recommended vegetable needs for their daily requirement. They will be familiar and investigate models of well-being and the impact of making, buying, sharing and eating kai in particular vegetables. They will describe influences that impact on daily food choices when students do not eat vegetables.</p> <p>Visit a local garden or have one into speak and identify how vegetables are grown, seed, bulb, seedling etc and consider growing some vegetables that could be used in the school canteen or classroom. Taking action promoting the consumption of vegetables in your school and your own diet. Write an article for the school newsletter advocating for more vegetables in students’ diets. Identify where vegetables grow in the local community and visit.</p>		

Teaching and Learning Sequence		
	What	Notes
<b>Week 1</b> <i>Identify where your students are at – what can they do – group them and use the activities provided. Use the questions to encourage them to think about changes</i>	Teacher to provide a taste test of a variety of seasonal vegetables with a variety of cooking methods to begin the inquiry.	
<b>Week 2</b>		
<b>Week 3</b>		
<b>Week 4</b>		
<b>Week 5</b>		

<b>ASSESSMENT</b> The primary purpose of assessment is to improve students' learning and teachers' teaching as both student and teacher respond to the information that it provides (pg 39 NZC)		
<b>Prior learning</b> <i>What do they know?</i> <i>What can they do?</i>	<b>Formative</b> <i>Individual and group feedback &amp; feedforward -</i> <i>What are they learning?</i> <i>What do they need to learn?</i>	<b>Summative</b> <i>By the end of the unit what have they learned?</i>
Gather evidence of prior knowledge from the development of your inquiry	Gather info on the way through – photographs, blogs, research, peer feedback, student voice to keep you building on what they need to learn	Use the annotated scenarios, at the end of the unit, to make an overall teacher judgment against your chosen AOs

Reflection and Review	
<p>What happened as a result of the teaching? Use assessment evidence as a basis for reflection.</p> <ul style="list-style-type: none"> <li>● How well did the student do?</li> <li>● What did they learn as a result of your teaching and learning?</li> <li>● Was the learning challenging enough or was it too challenging?</li> <li>● Was the learning differentiated sufficiently to extend all students in their learning?</li> <li>● Was there enough time for students to develop/practise their learning?</li> <li>● Did teaching/learning activities support students' work towards their intended learning and what was it about the activities that made a difference?</li> <li>● What supported the students' learning in this unit, and what were the barriers to students' learning?</li> <li>● Were students enabled to transfer their learning to other contexts?</li> </ul>	<p>This unit was reviewed on ..... by .....</p>



**Annotations that can be used for student inquiries or get students to make up their own using their own influences.**

- My grandmother makes me eat broad beans and I did not like the thick skins. I have now found that if you take the skins off them, they are very tasty. I have decided to find out if other people take their skins of the broad beans and look at some recipes to see if this is what others do.
- My father grows Brussels sprouts in the garden and I do not like the way he boils them for me to eat. We have been learning in class about adding flavours to vegetables and using different cooking methods to make vegetables into a meal and make them taste better for those of us who do not like them. I have found many recipes that I have tried. My favourite one is frying Brussels sprouts with some bacon and fresh breadcrumbs and serving them with cheese on top they have become one of my favourite vegetables.
- Caleb can describe the nutritional value of his chosen vegetables and identify some cultural significance for these vegetables. For example, when cooking a stir-fry with Bok Choy Caleb has investigated how the vegetable has grown and can discuss the seasonal availability of Bok Choy and where Bok Choy came from.
- Hone does not like cabbage. Last week he was with his Grandmother at their marae and she showed him how to wrap his vegetables in a cabbage leaf before putting the cabbage parcels into a basket to cook in the hangi. Hone was surprised how delicious the cabbage was after the hangi pit opened and they all ate the food together. He wondered if he could cook his cabbage like this at home.
- Hannah wants to know how she can eat her favourite vegetables when they are not in season.
- I love the way my Granny cooks cabbage, it is so much better than the way my mother does.

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