1. What is our purpose?
To make the students inquire about balanced diet and lead a healthy life.
To inquire into the following:
- Transdisciplinary theme

Who we are

CENTRAL IDEA:

Our health and appearances can be influenced by our diet and exercise.

Summative assessment task(s):
What are the possible ways of assessing students’ understanding of the central idea? What evidence, including student-initiated actions, will we look for?
Students prepares a diet chart of a healthy person and understands the importance of exercise.

2. What do we want to learn?
What are the key concepts (form, function, causation, change, connection, perspective, and responsibility, reflection) to be emphasized within this inquiry?
Function and connection

What lines of inquiry will define the scope of the inquiry into the central idea?
- what constitutes a well balanced diet.
- ways to lead a healthy life.
- effects of improper diet

What teacher questions/provocations will drive these inquiries?
1. what makes a balanced diet?
2. do you eat raw vegetables everyday?
3. what are non vegetarian food habits?
4. why should we eat the food which contains all the nutrients?
5. why is milk called a whole some food?
### Planning the inquiry

<table>
<thead>
<tr>
<th>3. How might we know what we have learned?</th>
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<tbody>
<tr>
<td><strong>This column should be used in conjunction with “How best might we learn?”</strong></td>
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<tr>
<td>What are the possible ways of assessing students’ prior knowledge and skills?</td>
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<tr>
<td>What evidence will we look for?</td>
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<td>students distinguish between healthy food and junk food.</td>
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<tr>
<td>group discussions related to diet, exercise and good hygiene.</td>
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<th>4. How best might we learn?</th>
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<tr>
<td>What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?</td>
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<tr>
<td>Mrs Suhasini, faculty of nutrition (AMS) was invited to talk about healthy living.</td>
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<tr>
<td>Worksheets related to food groups</td>
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<tr>
<td>Group discussions</td>
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What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?  
Communication skills: students communicate with the PET experts and yoga instructor for inquiring about keeping fit and healthy.  
Research skills: through internet, library books, sorting out healthy and junk food, collecting information, pictures related to nutritional food habits.  
Thinking skills: students imagine and follow up the healthy food habits.

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<th>5. What resources need to be gathered?</th>
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<tbody>
<tr>
<td>What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?</td>
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<tr>
<td>Books, pictures of food, artefacts, PET, yoga instructor, art and craft teachers, resource person Mrs Suhasini.</td>
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</tbody>
</table>

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?  
**visiting the school kitchen, interviewing the PET experts and yoga instructor, field trip to NIN.**

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6. To what extent did we achieve our purpose?
Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

Visit to NIN in understanding that food we eat has an impact on our life.
Reflection worksheet
Presentation on balanced diet
Making the food pyramid.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?
The central idea worked very well and made the students think beyond their prior knowledge. They became aware about the importance of nutrients and how to keep themselves clean and fit. Students became more conscious about the food intake and following the diet chart and maintaining good hygiene.

7. To what extent did we include the elements of the PYP?
What were the learning experiences that enabled students to:
• develop an understanding of the concepts identified in “What do we want to learn?”
• demonstrate the learning and application of particular transdisciplinary skills?
• develop particular attributes of the learner profile and/or attitudes?

In each case, explain your selection.
Function: students learn what each food group does to maintain good and healthy body.
Connection: students make connections between diet, exercise and prevention of diseases.
Responsibility: students become more responsible towards their health by making the right choices in diet and exercise.
Reflecting on the inquiry

8. What student-initiated inquiries arose from the learning?
   Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

   At this point teachers should go back to box 2 "What do we want to learn?" and highlight the teacher questions/provocations that were most effective in driving the inquiries.

   Children asked questions like:
   Why is junk food not good for health?
   Do the vegetarians get the same strength as non-vegetarians

What student-initiated actions arose from the learning?

* students are not wasting their food.
* self assessment related to the food what they eat (whether its balanced or not)
* students started avoiding junk food and took an oath that they will not drink cool drinks.

9. Teacher notes

   Students are enjoying a lot as the inquiry is progressing and developing good thinking and research skills.

   Students collected information and started sharing with each other as a result they became good communicators.

   Students reflecting their understanding on balanced diet, good health and importance of exercise in keeping fit and healthy.