**Teaching and Learning Program for the Elements**

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| **T:\Office\Graham Moore\jpeg sentral logo.jpg** | **Teaching and Learning Program** | | | | | | | | | | | | | | | | | |
| **Title/Type of Unit: Better Health**  **Program Risk Level: Low** | | | | | | | | | | | | **Duration: 10 Weeks**  **By** | | | | | |
| **Syllabus Outcomes**  **Stage 4** | *A student:*  4.1 describes and analyses the influences on a sense of self  4.6 describes the nature of health and analyses how health issues may impact on young people.  4.9 describes the benefits of a balanced lifestyle and participation in physical activity.  **Skill Outcomes:**  4.12 assesses risk and social influences and reflects on personal experience to make informed decisions  4.13 demonstrates cooperation and support of others in social, recreational and other group contexts  4.15 devises, applies and monitors plans to achieve short-term and long-term goals  4.16 clarifies the source and nature of problems and draws on personal skills and support networks to resolve them | | | | | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**  Students learn about:  **4.1 a sense of self**   * defining a sense of self * being the same as and different from others * how a sense of self can vary in different contexts * factors that influence a sense of self * self-acceptance   **4.1 adolescence and change**   * the physical, social and emotional changes during adolescence * understanding difference and diversity * the relationship between physical and emotional maturity * managing the changes associated with puberty, including reproductive health   **4.1 adolescence and change**   * the physical, social and emotional changes during adolescence * understanding difference and diversity * the relationship between physical and emotional maturity * managing the changes associated with puberty, including reproductive health   **4.6 healthy food habits**   * defining healthy food habits * nutritional requirements * the relationship of food habits to health * cultural and social meanings of food * relationship between diet, physical activity and health   **4.9 components of a balanced lifestyle**   * rest * sleep * school/work * physical activity * leisure/recreation   **4.9 physical activity levels**   * incidental physical activity * accumulated physical activity * physical activity for health and/or fitness * activity patterns throughout the life span * influences on participation   **4.9 personal benefits of participation in physical activity**   * physical * social * emotional * mental * spiritual | | | | | | | | **Students learn about:**   * explore the influence of the following on a sense of self: * who I am * where I come from * who I relate to * what I can do * what I believe and value * investigate the changing nature of one’s sense of self and how it can be different in various social contexts, e.g. home, school, with friends * describe how particular factors influencing a sense of self are interdependent and can become increasingly significant at different life stages * explore the relationship between a sense of self, body image and views of what it means to be female or male * explain the physical, social and emotional changes that occur during adolescence * identify behaviours that indicate the positive management of changes associated with puberty for males and females * review the dietary habits of young people in relation to recommended dietary guidelines or children and adolescents * design a realistic weekly meal plan for a family that reflects healthy food habits * recognise the cultural and social influences on food choices * value the contribution of regular physical activity to health * analyse their lifestyle over a typical week to plan and implement increased opportunities for physical activity * analyse their current levels of incidental and planned physical activity and discuss their adequacy for health and fitness * participate in a range of lifelong physical activities to identify and appreciate potential benefits * communicate key messages about being active and suggest simple strategies to assist others to recognise these benefits, e.g. multimedia presentations, pamphlet * participate in a range of physical activities that are traditionally associated with specific groups | | | | | | | | | |
| **Background and Key Ideas** | In this unit of work students analyse individual health habits and their effects on their lives. They learn to explore their sense of self and what influences shape who they are. Students specifically look at adolescence and change, healthy food habits and components of a balanced lifestyle to better understand how and what is needed to improve their lifestyles. In addition, students look at their physical activity levels and personal benefits of participation in physical activity. | | | | | | | | | | | | | | | | | |
| **Literacy Continuum** | Reading Texts | Comprehension | | | Vocabulary Knowledge | | Aspects of Writing | | | Aspects of Speaking | | | | Phonics | Phonemic Awareness | | | Concepts About Print |
| Clusters: 1-16  Activities linked to program to increase learning:  Applying comprehension strategies through discussion, analysis of text, predicting, summarising and questioning | | | | | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting Sequences | | Counting as Problem Solving | | | Pattern and Number Structure | | Place Value | | | | Multiplication and Division | | | | Fraction Units | | Length, Area and Volume |
| Although numeracy is addressed in this unit, by looking at nutritional information, measuring fields, it is not the main focus of this unit of work. | | | | | | | | | | | | | | | | | |
| **Quality Teaching** | | | | | | | | | | | | | | | | | | |
| **Intellectual Quality** | | | | **Quality Learning Environment** | | | | | | | **Significance** | | | | | | | |
| * IQ1 Deep Knowledge * IQ2 Deep Understanding * IQ3 Problematic Knowledge * IQ4 Higher-order Thinking * IQ5 Metalanguage * IQ6 Substantive Communication | | | | * QLE1 Explicit Quality Criteria * QE2 Engagement * QE3 High Expectations * QE4 Social Support * QE5 Students’ Self-regulation * QE6 Student Direction | | | | | | | * S1 Background Knowledge * S2 Cultural Knowledge * S3 Knowledge Integration * S4 Inclusively * S5 Connectedness * S6 Narrative | | | | | | | |
| **Teaching and Learning Lesson Overview** | | | | | | | | | | | | | | | | | | |
| **The Elements of Learning & Achievement**          E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | Week One: A sense of Self ([PowerPoint](file:///T:\Teacher\2013%20Programs\Term%201\PDHPE\Term%201%20Better%20Health\Lesson%201%20A%20SENSE%20OF%20SELF.ppt) & [Worksheet](file:///T:\Teacher\2013%20Programs\Term%201\PDHPE\Term%201%20Better%20Health\Lesson%201-%20What%20is%20health.docx))  PP includes class activities and teacher discussion.  Week Two: Your Influences [(Worksheet)](file:///T:\Teacher\2013%20Programs\Term%201\PDHPE\Term%201%20Better%20Health\Lesson%202%20Sense%20of%20self%20your%20influences.docx) [(Worksheet 2)](file:///T:\Teacher\2013%20Programs\Term%201\PDHPE\Term%201%20Better%20Health\Lesson%203-influences_on_a_sense_of_self_activity.doc)  Ask students to rank the following in order from most important to least important in the development of their own sense of self. Discuss the interdependence between the influences and how they become more important as they get older.  Week Three: Body Image  Read through the worksheet and discuss the relationship between a sense of self and body image.  Week Four: Puberty: Adolescence and Change [(Fact Sheet)](file:///T:\Teacher\2013%20Programs\Term%201\PDHPE\Term%201%20Better%20Health\Lesson%204%20Puberty%20Facts.docx) [(Worksheet)](file:///T:\Teacher\2013%20Programs\Term%201\PDHPE\Term%201%20Better%20Health\Lesson%204%20-%20Puberty.docx) [(Worksheet)](file:///T:\Teacher\2013%20Programs\Term%201\PDHPE\Term%201%20Better%20Health\Lesson%204%20Puberty%20Find%20a%20Word.docx) [(Video: The Human Body: Raging Teens)](http://www.youtube.com/watch?v=eLosBd3joro)  Students are to watch the documentary The Human Body. Teacher is to discuss and arising issue or questions that students may have.  Worksheets are to be completed for homework or if time persists.  Week Five: Reproductive System: Male [(Worksheet)](file:///T:\Teacher\2013%20Programs\Term%201\PDHPE\Term%201%20Better%20Health\Lesson%205%20and%206%20-%20Male%20and%20Female%20Reproductive%20System.docx)  Individually students are to attempt to complete the “Male Reproductive System Diagram”. Then as a class provide answers and discuss.  Week Six: Reproductive System: Female [(Worksheet)](file:///\\5583dc1\teachers\2013%20Programs\Term%201\PDHPE\Term%201%20Better%20Health\Lesson%205%20and%206%20-%20Male%20and%20Female%20Reproductive%20System.docx)  Individually students are to attempt to complete the “Female Reproductive System Diagram”. Then as a class provide answers and discuss.  Week Seven: Healthy Food Habits ([PowerPoint](file:///\\Detnsw.win\5583\Faculty\Teacher\2016%20Programs\Term%201\Stage%204\PDHPE\Resources\Lesson%207\Lesson%207%20Healthy%20Eating%20Habits.ppt)) ([Worksheet](file:///\\Detnsw.win\5583\Faculty\Teacher\2016%20Programs\Term%201\Stage%204\PDHPE\Resources\Lesson%207\Lesson%207%20Healthy%20Eating%20Habits.doc))  **Activity A**: Introduce the word HEALTHY to the class. Allow the students approximately 30 seconds to think about what it means to be healthy.  Children are invited to volunteer their definition of healthy and key words are displayed on the board. Compare this with a dictionary definition.  Discuss the role of food in being healthy and how food affects our overall  **Activity B:** Watch the short video [‘Healthy Habits, Healthy You’](https://www.healthyactivekids.com.au/teachers/online-video/healthy-habits-healthy-you/) presented by Accredited Practicing Dietitian, Sara Grafenauer, where students can learn that the sorts of foods they eat in a day actually become a part of their body and by choosing the right sorts of foods, they have a much better chance of staying healthy.  **Activity C:** Discuss the food groups and the function of the nutrients using handout [‘Food Groups, nutrients and functions of the body’ (U1L1R1).](https://www.healthyactivekids.com.au/wp-content/uploads/2014/01/U1L1R1FoodGroupNutrientsAndFunctionsOfTheBody.pdf)  Divide the class into small groups and hand out packs of jumbled up food group and nutrient definitions. Ask groups to report back to the class with the correct matches and identify how each food group has a specific role in promoting good health.  <https://www.healthyactivekids.com.au/>  Week Eight: Good Nutrition ([PowerPoint](file:///\\Detnsw.win\5583\Faculty\Teacher\2016%20Programs\Term%201\Stage%204\PDHPE\Resources\Lesson%207\Lesson%207%20Healthy%20Eating%20Habits.ppt))  The students will investigate the role of good nutrition in promoting and maintaining their health and wellbeing.  **Activity A**  Show the students a [blank healthy food plate template (U1L2R1)](https://www.healthyactivekids.com.au/wp-content/uploads/2015/03/U1L2R1BlankHealthyFoodPlateTemplate.pdf)  Allow the students some time to think of the names of the food groups that will fit into the plate.  **Activity B**  Watch the short video [‘What’s On Your Plate’](https://www.healthyactivekids.com.au/teachers/online-video/whats-on-your-plate-kids/) which discusses what types of foods are necessary for a balanced main meal.  **Activity C**  Recap on the food groups and the function of the nutrients using handout [‘Food Groups, nutrients and functions of the body’ (U1L2R2).](https://www.healthyactivekids.com.au/wp-content/uploads/2014/01/U1L2R2FoodGroupNutrientsAndFunctionsOfTheBody.pdf)  Using the [blank healthy food plate template (U1L2R1)](https://www.healthyactivekids.com.au/wp-content/uploads/2015/03/U1L2R1BlankHealthyFoodPlateTemplate.pdf), fill in the correct food groups as they are mentioned.  **Activity D**  Play the on-line game [‘What’s On Your Plate, Kids?’](https://www.healthyactivekids.com.au/teachers/online-games/whats-plate-kids/) to test student’s knowledge with regard to food groups.  Week Nine: Benefits of Physical Activity [(Powerpoint)](file:///T:\Teacher\2013%20Programs\Term%201\PDHPE\Term%201%20Better%20Health\Lesson%2010%20Health_and_Fitness.ppt)  Establish the links of physical activity to health as a class discussion using the PowerPoint. Student then are to reflect on their own physical activity and create a weekly schedule according to the principles with the PowerPoint. Students can participate in physical activity.  Week Ten: Lifelong Physical Activity  Lifelong physical activity. Students participate in a range of lifelong physical activity. 1 (one) period only.   * + - Darts     - Archery     - Golf etc. | | | | | | | | | | | | | | | | **Aboriginal 8 Ways of Learning**  *The following ways of learning are incorporated throughout the program through pedagogical practices*  2_maps.jpg  Learning Maps  4_symbol.jpg  Symbols & Images  6_non-linear.jpg  Non-Linear    Land Links    Story Sharing  8_community[1]  Community Links | |
| **Special Needs Adjustments** | | | | | | | **School to Work** | | | | | | | | | | | |
| * Extra support given to students in need of it. * The work consists of a variety of activities aimed at different types of learning. * Age stage appropriate work. * Work designed to engage learners as it is altered for their interests. * Students’ work adjusted to meet their personal learning plans goals and outcomes. | | | | | | | * Students develop their comprehension skills to allow them to identify and interpret texts. * Students develop skills to form informed opinions. * Students develop skills to make informed choices. | | | | | | | | | | | |
| **Assessments** | | | | | | | | | | | | | | | | | | |
| Formative:  Student response to questioning, student participation in class discussion and group work, student written work. | | | | | | | | | | | | | | | | | | |
| Roles and Responsibilities | | | | | | | | | | | | | | | | | | |
| Teacher | | | | SLSO | | | | | | | Student | | | | | | | |
| Lesson Planning  Student  Behaviour Support  Class Instruction  Resource Preparation  Excursion Planning & Supervision | | | | Teacher Support  Student Support, both individually and in small groups  Behaviour Support (under teacher supervision)  Resource Preparation  Excursion Supervision | | | | | | | Participation in all activities  To develop both academic and social skills | | | | | | | |

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| **Teacher Evaluation**  **Comments / Variations** | |
| Guiding Questions  What worked well?  The unit of study ‘Better Health’ was a topic that related to all students. The activities that students participated built on their prior understandings of the PD/H/PE syllabus and introduced new concepts.  What needed to be changed?  A few of the resources needed to be updated according to the individuals in each class.  What do I think the students gained from this lesson?  Students should have a better understanding of the holistic meaning of health. They should understand that health encompasses social, emotional, spiritual and physical elements of an individual. By participating in the learning activities in this unit they should have broaden their understandings of some fundamental changes and developments in an individual lifestyle that may impact health.  How well did this unit match the Elements of Learning and Achievement?  This unit matched the Elements of Learning and Achievement quite well. The nature of the PD/H/PE syllabus enables the criteria of Health & Wellbeing and Actions & Choices to be investigated specifically as the outcomes directly refer to the areas of what is health, physical activity, nutrition, growth and development.  What did I learn?  Teaching this subject relates to the students as each topic area is relatable to their lives. However, the nature of these topics have sensitive elements which require them to be addressed in a sensible manner whereby students feel confident to openly discuss their thoughts and understandings. This may require there to be an understanding and relationship with the students you are teaching when addressing these topic areas.  How will I use this experience to extend my practice in the future?  This subject area has the potential to have highly engaging topics to engage student learning. There is a need to maintain resources to keep issues current and relatable to the students within the class. The complexities of students within our setting and the need to develop their skills within the PD/H/PE curriculum means that it is important that teachers consider and tailor their unit to cater for differing cultural perceptions of what might be considered to be appropriately taught at a certain age and the individual student needs and backgrounds. | |
| **Date Commenced**: 27/1/16 | **Date Finished**: 8/4/16 |
| **Teachers Signature**: | **Assistant Principals Signature**: |