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|  | **Campbell House School Teaching And Learning Program** | | | |
| **Title of Unit: Individual and Community Health**  **Duration: 10 weeks** | | | |
| **Syllabus Outcomes**  **Stage 4** | 4.6 A student describes the nature of health and analyses how health issues may impact on young people.  4.7 A student identifies the consequences of risk behaviours and describes strategies to minimise harm.  4.8 A student describes how to access and assess health information, products and services. | | | |
| **Syllabus Outcomes**  **Stage 5** | 5.6 A student analyses attitudes, behaviours and consequences related to health issues affecting young people.  5.7 A student analyses influences on health decision-making and develops strategies to promote heath and safe behaviours.  5.8 A student critically analyses health information, products and services to promote health. | | | |
| **Connectedness: Why does this learning matter** | **Students learn to:** - Construct a personal meaning of mental health by exploring a range of community and accepted definitions - Propose strategies to address misunderstandings about mental health problems and promote positive attitudes  - Design a realistic weekly meal plan for a family that reflects healthy food habits - Explore the relationship between the person, the drug and the environment in determining the impact of drug use - Explain how potential for harm can be increased as the result of an interaction of factors eg peers, alcohol use and road safety | | **Student learn about:** - exploring risk - strategies to minimise harm - personal safety - accessing health information, products and services - accessing health information, products and services | |
| **Background Information and Key Ideas** | This term, students are continuing with their study of Individual and Community Health. | | | |
| **The elements of learning and achievement** | **Teaching and Learning**  **Weekly Lesson Overview** | | | **Australian Curriculum General Capabilities** |
| **Literacy-**Reading, Writing ,Comprehension  F:\Mock ups\Square elements\Literacy.jpg  **Numeracy-** Number and Maths  F:\Mock ups\Square elements\Numeracy.jpg  **Work Education-** Work Readiness, Vocational Education    **Health and Wellbeing-**Fitness, Healthy Eating, Adolescent Health and Safety    **Actions and Choices-**Pro- social skills, Positive Relationships, Restorative Practices  **21st Century Learner-**Navigate Technology, Word Processing, Research Skills  E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg  **Global Citizen-**General Knowledge, Current Affairs, Understanding cultures and community | Week 1-2: Healthy Food Habits  Revision: Students to independently complete assessment ***Quiz 1***.  Revision: Students to - Students will be given a blank food pyramid and asked to arrange where they think the different food groups belong.  Assessment: - The class will look at case studies of the eating habits of different families and the students will independently analyse these habits and comment on whether they consider these habits as healthy or not. - The class will be asked to record their meals for a week and compare their eating habits to the food pyramid.  - Students will be given different family examples whereby they are given a budget and a grocery store catalogue and asked to plan their meals for a week. Family examples: - Single mother with a 14-year-old daughter who earns $1,000 a week. - Mother and father with three children (4, 8 and 12) living off a combined income of $2,000 a week. - Mother and father with two children (11 and 16) living off a combined income of $1,600 a week. - A young newlywed couple living off a combined income of $3,000 a week.  Week 5   Class excursion to local shops.  Students to present their case studies to class and prepare a meal to present to the class.   Prior to the excursion, it is imperative that students look up catalogues to see how much their items will cost.  Week 6-7  **Drug use**  The class will be given the classification of different drugs and asked to match the classification with its definition. - Depressants slow down the activity of the central nervous system (the brain and spinal cord), which reduces a person's alertness, and also slows down functions such as breathing and heart rate. Examples of depressants are alcohol, heroin, cannabis, the prescription drug group of benzodiazepines and other prescription tranquilisers. - Stimulants increase the activity of the central nervous system, making the person more alert and aroused. Examples of stimulants are nicotine, caffeine, cocaine, ecstasy and the methamphetamines, speed and ice. - Hallucinogens make a person see, hear, smell or feel things that aren't there. Examples of hallucinogens are LSD, magic mushrooms, ecstasy and cannabis.  Teacher to engage students in discussion where students list reason why or why not people choose to do drugs. Mark Hankin will discuss his experience as a counsellor in South-West Sydney.  Class to explore the short and long term effects of drugs on health and wellbeing.  Students to independently analyse data found on <http://www.abs.gov.au/ausstats/abs@.nsf/0/EDDB1BF8E48095A5CA256B11001DBBD9?opendocument> regarding the prevalence and patterns of adolescent drug use.  The class will explore Australian laws on drug use <http://www.druginfo.adf.org.au/topics/drug-law-in-australia> and discuss how drug addiction impacts one’s financial situation.  - Class discussion on how drug use effects the people living in a drug user’s micro world.   **Sexual knowledge**  Mark Hankin to complete discussion on sexual health. While Mark is delivering content, students to complete a bingo card.  Week 9   **Exploring risk and strategies to minimise harm** - Class to work together to write a definition for the word “risk”. - Students will be given scenarios are have to number them from least riskiest to most riskiest. - Students will be given scenarios whereby they are to identify the risk and discuss the outcomes of risky behaviour.  Verbal boxing - Class will be divided in to two teams and will debate on three different scenarios. One team will debate that the behaviour is NOT risky and the other will debate that it IS risky. Examples of scenarios include: 1. It is okay to get a ride with a stranger. 2. It is okay to give someone you don’t know your phone number. 3. It is okay to run around a pool. 4. Sunscreen is not important.  **Personal safety**  Class will be given different case studies on the theme of going out. Students to independently identify ways case studies can keep themselves safe.  Week 10  **Accessing health information, products and services**  Assessment - Each student will be given a different case study and will need to identify different support networks the case study can access. - Students will need to evaluate the usefulness of three support networks, products and/or services. - Students will need to present their findings to the class. | | | **Aboriginal and Torres Strait Islander histories and cultures boriginal and Torres Strait Islander histories and cultures**  **Asia and Australia's engagement with Asia sia and Australia's engagement with Asia**  **Sustainability ustainability**  **Critical and creative thinking ritical and creative thinking**  **Ethical understanding thical understanding**  **Information and communication technology capability nformation and communication technology capability**  **Intercultural understanding ntercultural understanding**  **Literacy iteracy**  **Numeracy umeracy**  **Personal and social capability ersonal and socail capability**  **Civics and citizenship ivics and citizenship**  **Difference and diversity ifference and diversity**  **Work and enterprise ork and enterprise** |
| **Quality Teaching** | | | | |
| **Intellectual Quality**   * IQ1 Deep Knowledge * IQ2 Deep Understanding * IQ3 Problematic Knowledge | **Quality Learning Environment**   * QLE1 Explicit Quality Criteria * QE2 Engagement * QE3 High Expectations * QE4 Social Support * QE5 Students’ Self-regulation * QE6 Student Direction | | | **Significance**   * S1 Background Knowledge * S2 Cultural Knowledge * S3 Knowledge Integration * S4 Inclusively * S5 Connectedness * S6 Narrative |
| **Literacy- One for each student** | **Student:** Rebecca  **Literacy Aspect:** Comprehension  **Element:** Cluster 11 Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text.  **Teaching activities linked to program to increase learning:** Students completing assessments on dietary will need to use their content knowledge in order to complete the task to their full potential. It is imperative that they gather perspectives from a range of sources as well as content delivered in instruction.  **Student:** Joshua  **Literacy Aspect:** Comprehension  **Element:** Cluster 11 Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text.  **Teaching activities linked to program to increase learning:** Students completing assessments on dietary will need to use their content knowledge in order to complete the task to their full potential. It is imperative that they gather perspectives from a range of sources as well as content delivered in instruction.  **Student:** Maddison  **Literacy Aspect:** Comprehension  **Element:** Cluster 11 Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text.  **Teaching activities linked to program to increase learning:** Students completing assessments on dietary will need to use their content knowledge in order to complete the task to their full potential. It is imperative that they gather perspectives from a range of sources as well as content delivered in instruction.  **Student:** Josh  **Literacy Aspect:** Comprehension  **Element:** Cluster 11 Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text.  **Teaching activities linked to program to increase learning:** Students completing assessments on dietary will need to use their content knowledge in order to complete the task to their full potential. It is imperative that they gather perspectives from a range of sources as well as content delivered in instruction. | | | |
| **Numeracy- One for each student** | **N/A as this unit does not focus on numeracy outcomes.** | | | |
| **Special Needs Adjustments:** | | **School to work:** | | |
| Calm, relaxed and supportive work environment  No time restraints  Program targeted for students with high intrapersonal intelligence | | ICT skills  Working as a team | | |
| **Assessments:**  **Types of assessment:**  Student work sample  Observations  Written task  Instruction material  Formal assessment | Assessments listed throughout program | | | |
| **Resource List** | | **Unit Reflection** | | |
| Resources listed throughout program | | **What was successful:**  **What needed to be changed:**  **What overall level of understanding did students receive?**  **How well did this unit match the elements and general capabilities?** | | |