**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: Stage 5- PDHPE** **Healthy Food Habits****Program Risk Level:**  | **Duration:****By:**  |
| **Syllabus Outcomes****Stage**  | *A student:***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 health and safe behaviours.** |
| **Connectedness****Why does this learning matter?** | **Students learn to:*** **Healthy food habits**
	+ sources of nutritional information
	+ disordered eating and body image
	+ diets, dieting, exercise and energy balance
	+ sociocultural influences on food choices
* **influences on health decision-making and risk behaviours**
	+ individual factors, eg values and attitudes
	+ socio cultural factors, eg family, peers, gender, culture
	+ political factors, eg laws and regulations
* **empowering individuals and communities**
	+ individual action
	+ developing personal skills, eg advocacy
 | **Students learn about:*** explore the relationship between body image and gender, and the impact of the media on the manufacture of the ideal male and female body types
* investigate factors that influence food choices, eg culture and customs, gender and media
* analyse the range of influences that impact on an individual’s ability to behave in healthy and safe ways in relation to:
	1. healthy food habits
	2. physical activity
	3. accessing support services
* propose and evaluate strategies that take into account influences on health decision-making, and support young people to behave in healthy and safe ways
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| **Background and Key Ideas** |  |
| **Literacy Continuum** | Reading Texts | Comprehension | Vocabulary Knowledge | Aspects of Writing | Aspects of Speaking | Phonics | Phonemic Awareness | Concepts About Print |
| Clusters: (individual or range)Activities linked to program to increase learning: |
| **Numeracy Continuum** | Counting Sequences | Counting as Problem Solving | Pattern and Number Structure | Place Value | Multiplication and Division | Fraction Units | Length, Area and Volume |
| Not the focus of this program |
| **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
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| **Teaching and Learning Lesson Overview** |
| **The Elements of Learning & Achievement** | 1. Discus meaning of key words- lifestyle, health, habit, balance, fast food, junk food, body image, choice, obese, nutrient etc
2. Brainstorm on whiteboard what is meant by healthy food habits- students to relate this in their everyday life and to write a sentence of what it means to them.

Short reading “[healthy food habit](file:///F%3A%5CVerona%5C2016%5CPDHPE%5CHealthy%20Food%20Habits.pdf)” & close passage “why do we eat”1. Experiment [Subway vs KFC](file:///F%3A%5CVerona%5C2016%5CPDHPE%5CHealthy%20Habit%20Food%20Experiment.pdf) (place contents in sealed plastic bags for 2wks, must open and seal bags twice a day), alt options.
2. Food for thought- ICT search “food Pyramid” vs “my plate”

Activity- [nutrients in the five food groups](file:///F%3A%5CVerona%5C2016%5CPDHPE%5CNutrients%20in%20the%20five%20food%20grps.pdf) & draw food groups.1. Discussion- it is possible to break a habit and how

[Watch short video](https://www.youtube.com/watch?v=sP7b8AXTFEc) (an idea).1. Internet search- Australian dietary guidelines- what are they, each student to search and discuss at least one point of the guidelines.
2. Activity “[The changing shape of Australians](file:///F%3A%5CVerona%5C2016%5CPDHPE%5CChanging%20Shape.pdf)”
3. ‘[Cultural and social meaning of food”](file:///F%3A%5CVerona%5C2016%5CPDHPE%5CCult%20Social%20Meaning%20of%20food%20Close%20Passage.pdf) [answer sheet](file:///F%3A%5CVerona%5C2016%5CPDHPE%5CCult%20Social%20Meaning%20of%20food%20answer%20sheet.pdf)
4. Reading “[diet and activity1](file:///F%3A%5CVerona%5C2016%5CPDHPE%5CDiet%20and%20activity.pdf) & [2](file:///F%3A%5CVerona%5C2016%5CPDHPE%5CDiet%20and%20Activity%202.pdf)
5. Activity- collect a diet from a women’s magazine and analyse nutritional value compared to Australian Dietary Guidelines.
6. Body image.
7. Eating disorders, [storey and questions1](file:///F%3A%5CVerona%5C2016%5CPDHPE%5CEating%20Disorders%201.pdf) & [2](file:///F%3A%5CVerona%5C2016%5CPDHPE%5CEating%20Disorders%202.pdf).
 | **Aboriginal 8 Ways of Learning***The following ways of learning are incorporated throughout the program through pedagogical practices*4_symbol.jpgSymbols & Images7_deconstruct.jpgDeconstruct/ Reconstruct6_non-linear.jpgNon-LinearLand LinksStory Sharing |
| **Special Needs Adjustments** | **School to Work** |
| * + - Higher practical activities
		- More discussion based
		- One-on-one support
 | Healthy lifestyle choices to make apart of daily life |
| **Assessments** |
| Ongoing throughout program |
| Roles and Responsibilities |
| Teacher | SLSO | Student |
| Prepare tasksWork with student/sDifferentiate tasks based on individuals | Work with designated student/sEnsure equipment & worksheets are preparedWork with designated student/s | Engage in activitiesComplete all tasks |
| **Risk Assessment – Dorchester ETU only** |
| **Resources** | **Safety Strategies** | **Identified Hazards** | **Control Strategies** |
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| **Teacher Evaluation****Comments / Variations** |
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| **Date Commenced**:  | **Date Finished**:  |
| **Teachers Signature**: | **Assistant Principals Signature**: |