**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 | | | | | | | | | | |
| **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 | | | | | | | | |
| **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:\Verona\2016\PDHPE\Healthy%20Food%20Habits.pdf)” & close passage “why do we eat”   1. Experiment [Subway vs KFC](file:///F:\Verona\2016\PDHPE\Healthy%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:\Verona\2016\PDHPE\Nutrients%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:\Verona\2016\PDHPE\Changing%20Shape.pdf)” 3. ‘[Cultural and social meaning of food”](file:///F:\Verona\2016\PDHPE\Cult%20Social%20Meaning%20of%20food%20Close%20Passage.pdf) [answer sheet](file:///F:\Verona\2016\PDHPE\Cult%20Social%20Meaning%20of%20food%20answer%20sheet.pdf) 4. Reading “[diet and activity1](file:///F:\Verona\2016\PDHPE\Diet%20and%20activity.pdf) & [2](file:///F:\Verona\2016\PDHPE\Diet%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:\Verona\2016\PDHPE\Eating%20Disorders%201.pdf) & [2](file:///F:\Verona\2016\PDHPE\Eating%20Disorders%202.pdf). | | | | | | | | | | | | | | | | | | | **Aboriginal 8 Ways of Learning**  *The following ways of learning are incorporated throughout the program through pedagogical practices*  4_symbol.jpg  Symbols & Images  7_deconstruct.jpg  Deconstruct/ Reconstruct  6_non-linear.jpg  Non-Linear    Land Links    Story 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 tasks  Work with student/s  Differentiate tasks based on individuals | | | | | Work with designated student/s  Ensure equipment & worksheets are prepared  Work with designated student/s | | | | | | | | Engage in activities  Complete 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**: |