**Teaching and Learning Program for the Elements**

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|  | **THE REAL COST OF SMOKING**  **Teaching and Learning Program** | | | | | | | | | | | | | | | | | | | | |
| **PDHPE**  **Program Risk Level: Low** | | | | | | | | | | | | | | **Duration: 10 weeks**  **By Kim Pope** | | | | | | |
| **Syllabus Outcomes**  **Stage 3** | *A student:*  **COS3.1** Communicates confidently in a variety of situations.  **DMS3.2** Males informed decisions and accepts responsibility for consequences.  **PSS3.5** Suggests, considers and selects appropriate alternatives when resolving problems.  **IRS3.11** Describes roles and responsibilities in developing and maintaining positive relationships.  **PHS3.12** Explains the consequence of personal lifestyle choices.  **V4** increasingly accepts responsibility for personal and community health. | | | | | | | | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**   * Justify why they might refuse offers of cigarettes from friends and other peers. * Predict the consequences of their choice to use tobacco. * Identify the negative effects of tobacco on the body. * Identify the effects of their decisions on themselves, others and the environment. * Make judgements on the reliability of information from other sources eg cigarette packets. | | | | | | | | | | **Students learn about:**   * Assertive ways to deal with different types of harassment or coercion including pressure to smoke tobacco. | | | | | | | | | | |
| **Background and Key Ideas** | Students begin to identify products and substances that have a positive and negative effect on the body (food, drinks, prescription and non prescription drugs, alcohol and tobacco). This unit focuses on the negative effects of tobacco and allows students to discover the effects their decisions may have on themselves, others and the community. Students develop assertive was to deal with the possible harassment or coercion to smoke tobacco and devise strategies to minimise its cost to society.  Unit modified from NSW Education & Communities Smoke Screen Stage 3 2011. | | | | | | | | | | | | | | | | | | | | |
| **Literacy Continuum** | Reading Texts | | Comprehension | | | Vocabulary Knowledge | | | Aspects of Writing | | | Aspects of Speaking | | | | Phonics | | Phonemic Awareness | | | Concepts About Print |
| Clusters: 6 and 7 | | | | | | | | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting Sequences | | | Counting as Problem Solving | | | Pattern and Number Structure | | | Place Value | | | | Multiplication and Division | | | | | Fraction Units | | Length, Area and Volume |
| Elements:  The financial cost of smoking activity. | | | | | | | | | | | | | | | | | | | | |
| **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**    F:\Mock ups\Square elements\Numeracy.jpg        E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | Unit Introduction – Discuss personal care with students (body odour, mouth care, body care etc)  Focus Area 1 – What do you know about smoking?  Focus Area 2 – Taylor’s story  Focus Area 3 – Ways of saying “No!”  Focus Area 4 – Health Warnings on cigarette packets  Focus Area 5 – Tobacco on the screen  Focus Area 6 – Secondhand smoke  Focus Area 7 – Creating an anti-smoking comic  **World No Tobacco Day 31st May** – Look at poster and discuss the world wide initiative. Also, The Critics Choice 2016 resource is released.  ***The Critics’ Choice*** *is a national free resource for schools, teachers and students. Students are encouraged to watch a selection of anti-smoking television commercials and vote for their favourites, including the one most likely to prevent them from taking up smoking or encourage them to stop.* | | | | | | | | | | | | | | | | | | | **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  7_deconstruct.jpg  Deconstruct/ Reconstruct  6_non-linear.jpg  Non-Linear    Land Links    Story Sharing    Non-Verbal  8_community[1]  Community Links | |
| **Special Needs Adjustments** | | | | | | | | | **School to Work** | | | | | | | | | | | | |
| Extra support given to students in need of it.  The work consisted of Visual learning and Age/stage appropriate text.  Work designed to engage learners as it is altered for their interests.  Students’ work meets their Personalised Learning Plans goals/ outcomes. | | | | | | | | | N/A | | | | | | | | | | | | |
| **Assessments** | | | | | | | | | | | | | | | | | | | | | |
| Observation of student participation during lessons.  Anti-smoking comic  Persuasive text-poster  Devise strategies to reduce the negative impact of tobacco on society. | | | | | | | | | | | | | | | | | | | | | |
| Roles and Responsibilities | | | | | | | | | | | | | | | | | | | | | |
| Teacher | | | | | SLSO | | | | | | | | Student | | | | | | | | |
| Give clear instructions  Facilitate discussion | | | | | Assist students one on one with their work.  Repeat instructions. | | | | | | | | Complete work to the best of their ability.  Listen to instructions.  Ask for help if needed. | | | | | | | | |
| **Risk Assessment – Dorchester ETU only** | | | | | | | | | | | | | | | | | | | | | |
| **Resources** | | **Safety Strategies** | | | | | | **Identified Hazards** | | | | | | | | | **Control Strategies** | | | | |
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| **Teacher Evaluation**  **Comments / Variations** | |
| Guiding Questions  What worked well?  What needed to be changed?  What do I think the students gained from this lesson?  How well did this unit match the Elements of Learning and Achievement?  What did I learn?  How will I use this experience to extend my practice in the future? | |
| **Date Commenced**: | **Date Finished**: |
| **Teachers Signature**: | **Assistant Principals Signature**: |