Unit Project, Expectations, Outcomes and Indicators:

## The factors influencing personal health choices

Young students need clear guidance concerning appropriate health attitudes and behaviours. As students mature they require assistance in discerning between conflicting messages from a range of sources. An understanding of health issues empowers students to make appropriate decisions and commit to adopting sound community values.

## The adoption of an active lifestyle

Physical activity habits developed in school years are often maintained in later life. Students need to understand the importance of a balanced lifestyle incorporating regular physical activity for health and fitness.

## Values and Attitudes Outcomes

Throughout the years of primary schooling students will develop an appreciation and commitment to healthy and socially just ways of living. The following outcomes apply at all stages.

A student:

*V1 refers to a sense of their own worth and dignity;*

*V2 respects the right of others to hold different values and attitudes from their own;*

*V3 enjoys a sense of belonging;*

*V4 increasingly accepts responsibility for personal and community health;*

*V5 willingly participates in regular physical activity; and*

*V6 commits to realising their full potential.*

## Knowledge and Understanding Outcomes

1. **Active Lifestyle (ALS3.6):** Shows how to maintain and improve the quality of an active lifestyle.
   1. *participates in physical activity programs based on personal goals*
   2. *compares activities people do to stay fit and why they choose them*
   3. *identifies barriers to participation in physical activity and suggests ways to modify or overcome them.*
   4. *devises strategies to achieve personal active lifestyle goals*
2. **Personal Health Choices (PHS3.12):** Explains the consequences of personal lifestyle choices
   1. *analyses personal food intake to identify the balance of choices made*
   2. *makes judgements on the reliability of information from different sources, eg labels, websites, advertising, cigarette packets*
   3. *discusses how other people/media influence body image and food intake*
   4. *researches current global issues affecting the environment using information from the Internet*
   5. *identifies how and why males and females are targeted in a range of advertisements, eg advertising for alcoholic products*

**The Weighty Issue 2020**

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|  | **Teaching and Learning Activities** | Completed |
| 1 | **Abstract:**  *“Australia is today ranked as one of the fattest nations in the developed world. The prevalence of obesity in Australia has more than doubled in the past 20 years. In fact, by 2020, 80% of all Australian adults and a third of all children will be overweight or obese. To add to this statistic, obesity is now responsible for more deaths than smoking.”*  *So, what are we doing about this?*  **Worksheet:** The Good, the Bad and the Down-Right Scary – Top Facts about Weight and Lifestyle in Australia. INCLUDE section for personal learning goals   * Ok, so as this is the first lesson - the **kick-starter**, the **motivator**,the **captivator** – we’re going to introduce things a little different. This lesson (and let the students know this) is a lesson in reverse. We’re going to start from the lesson summary and work backwards to the introduction. With their interest piqued, they won’t notice that it’s just like a normal lesson ☺ * Tell them that you are not going to explain the topic yet or even discuss it. Instead, provide students with links to explore (below), the booklet sheet and send them on their way. Let them know that before their time is up they’ll need to tell *you* the unit and importance. * Students research and analyse their ‘Top’ 10 - 15 Health and Lifestyle facts they believe are worth sharing (stats from as recent as possible). Researching this information will make it much easier to fro students to retain and ‘own’ as they’ve learnt it themselves. * <http://www.modi.monash.edu.au/obesity-facts-figures/obesity-in-australia/> * [Newspaper article from *The Age*](-%09http:/www.theage.com.au/lifestyle/diet-and-fitness/obesity-is-now-more-deadly-than-smoking-20100408-rv5l.html) * [Australian Bureau of Statistics – Overweight and Obesity](mailto:-%09http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/4125.0~Jan%202012~Main%20Features~Overweight%20and%20obesity~3330) * <http://www.news.com.au/national/australias-obesity-rates-out-of-control/story-e6frfkvr-1225929170271> * <http://www.health.gov.au/internet/healthyactive/publishing.nsf/Content/healthyweight> * Explain unit overview from the students’ perspective: Why are you putting this information in their hands...? Because statistics have shown that something needs to change – and someone needs to start making it. * Once task and activities have been outlined, have students establish individual student learning goals re. health. * Now that we’re up to the unit introductory stage, take a seat (on the floor). It is now time for the role reversal – they are now introducing the unit to *you* and explaining the purpose behind it. * Now for the real wrap up... present a **PowerPoint** / **PresentMe** / **Presi** slideshow to talk to, but one that contains only simple one-liners and stats. Make it brief, ask students to help talk it through.   ***NB: Students will need the ‘Nutritional Information’ from two common food items for next week.*** |  |
| 2 | **Abstract:**  *“Life mentoring isn’t personal training: it’s more holistic and less rigid. Rather than forcing you to adopt a strict diet and punishing exercise routine, a healthy life mentor gives you the tools to transform your body and your mind. It improves your exercise confidence, teaching you to engage with exercise more fully, and shows you how to eat sensibly without denying yourself.”*  **Worksheet:** The   * **Nutritionist? AMS Closing the Gap?** * Freddo Frog dilemma: 12g (share pack size = 63cal). We often discuss healthy eating, what is good to eat or not, moderation and food pyramids. But what does that actually mean? What do we take away from it? The FFD activity focuses students on the idea of ‘calories in vs calories out’ in a much more tangable way.   + Tell students you are going to give each of them their own Freddo Frog, but how much of that Freddo depends on how hard they work within the set timeframe. Set up a short track and set the timer for 5 minutes. Students need to job for the entire 5 minutes.   + At the end of the 5 minutes, students who have jogged consistently (slowly, @ 5km/h) will have burned roughly 22 calories... or roughly one-third of a small freddo!   + Question students:     - How many people run for 5 minutes for fun or fitness?     - Which is easier: to eat or to exercise?     - What do people feel make exercising hard?     - Why do people put on weight? Or... Why is it hard to maintain or lose weight?     - What are some other common activities (things we do each day or regularly) and how much do they burn?     - Check out the cheese burger meal at Maccas! Apple? Mars bar? Energy drink?   - [Calorie calculator per activity:](http://www.calorieking.com.au/tools/exercise_calories.php?duration=5&weight=30&units=kg&height_cm=155&height_feet=3&height_inches=0&metric_unit=metric&age=12&gender=M&calculate=Calculate)  Using the ‘Nutritional Information’ collected over the past week, paste into book and discuss information contained. What does it all mean?  Look at calories and kj per 100g and per serving size. Why are there two options and why are they needed?  How much energy in calories does this item provide? Use Calorie King to determine a range of fun activities that could be used to burn this energy.   * The food we eat is used to fuel our bodies, just like the fuel needed to power cars. Once ingested, this food is transformed into energy that our body can use to do our daily tasks. However, our bodies are designed to ensure we prepare for emergencies and any ‘left over’ energy is then transformed into fat and stored within the body! It is often incredibly difficult for many of us to burn off excess energy and be left with just what our body needs. For the most part, we are in surplus... daily... which means? * Complete Booklet Worksheet: Nutritional Juggling Act   + - Balance scales - explain how weight loss and weight can occur. What happens to energy we don’t burn?     - Freddo pic – explain what happened and what you discovered. |  |
| 3 | **Abstract:**  ***Your new role – My very own Personal Trainer, Dietician and Active Lifestyle Guru!***  *“Fast food, sedentary lifestyle and declining self image all contribute to our children (and their adult counterparts) being overweight and or lacking energy. Tthe demands of a hectic working schedule often means we cannot find the time to exercise & make healthy food choices. By taking control of their environment and ‘mentoring’ their mentors, students learn and develop effective skills and knowledge to counter the obesity cycle and create a booster to their self image.”*  **Worksheet:** The Client   * Students will prepare a holistic fitness and lifestyle plan to a target person (You! Or another willing volunteer – any staff willing?) * When looking at holistic health and nutrition, incorporate mental health as well as physical health re: BeyondBlue, BrainGym, anxiety, childhood depression. * Also, touch on the reverse of obesity especially for girls- body-image, anorexia, bulimia. This could also be an opportunity to examine and discuss the media’s portrayal of the ‘perfect girl’ and ‘perfect boy’. * Keep referring to these above points within each lesson. * Q & A –   + What will the project look like once completed?   + What are you looking for as the client?   + Does the client have any fitness concerns (problems, dislikes, particular exercise likes)?   + Does the client have any dietary requirements or restrictions? Ultimately, students’ plans will need to take into consideration the client and motivate them to work on it.   + What other information would you like to know about your client?   + Know your client! Will they only exercise if it’s fun, or do they like the hardcore bootcamp style activity?   + How much does your client understand exercise: the purpose of warm ups and cool downs? Why have you chosen skipping, for example? Do they ***know*** the activity: Russian Getup? Burpees? * Start thinking! Start planning! Start the revenge! ☺ |  |
| 4 & 5 | **Abstract:**  ***“Fitness routine 2 × 30 min sessions – warm up, activities & cool down***  **High School Link:** Could be an opportunity to have high school mentors help with the fitness component of the unit.   * Why work out? To burn energy. Burnt energy can not be stored as fat in our body, therefore keeping us healthier. * Best types of work out activities? High heart rate (high intensity) burns calories fast. * What should a workout look like? It should reflect who you are!   + What sort of activities would ***YOU*** like to do?   + What challenges would you set yourself and others?   + It should include a 5 minute warm-up, 20 minutes worth of activities, 5 minute cool-down.   + Two sessions – one ‘gym or bootcamp’ type session, one open session (games, sports).  What is a warm-up? A warm-up usually takes the form of some gentle exercise that gradually increases in intensity. What does a warm-up do? A pre-exercise warm-up:   * Increases blood flow to the muscles, which enhances the delivery of oxygen and nutrients; * Warms your muscles, which promotes the energy-releasing reactions used during exercise and makes the muscles more supple; * Prepares your muscles for stretching; * Prepares your heart for an increase in activity; * Prepares you mentally for the upcoming exercise; * Primes your nerve-to-muscle pathways to be ready for exercise; and * Prevents unnecessary stress and fatigue being placed on your muscles, heart and lungs, which can occur if you exercise strenuously without a warm-up.  Why cool down? The practice of cooling down after exercise means slowing down your level of activity gradually. Cooling down:   * Helps your heart rate and breathing to return towards resting levels gradually; * Helps avoid fainting or dizziness, which can result from blood pooling in the large muscles of the legs when vigorous activity is stopped suddenly; * Helps to remove waste products from your muscles, such as lactic acid, which can build up during vigorous activity (lactic acid is most effectively removed by gentle exercise rather than stopping suddenly); and * Helps prepare your muscles for the next exercise session, whether it's the next day or in a few days' time.  Ensuring an effective cool-down For an effective cool-down:   * Perform low intensity exercise for a minimum of 5 to 10 minutes; and * Follow this with a stretching routine. * Head outside with workbooks so that students can practise, share and test their fitness ideas. Record thoughts and processes. * It is expected that this activity (as well as recording and presentation) will take a couple of weeks with appropriate time. * Read the following lesson for preparation! There are some options for homework activities. You may like ask students to record a daily or weekly food diary prior to the next lesson. This could then be discussed and evaluated in a considerate way. |  |
| 6 | **Abstract:**  ***Weekly Diet - enough energy, but not a surplus!***  *“Many studies have shown that eating habits are established early in the life cycle and tend to carry through to adulthood. As a result, the food that children eat now will undoubtedly influence their state of health in later life. Making informed food choices is an integral part of a child’s normal growth and development. Many studies have shown that healthy eating habits developed early in life will encourage healthy eating as an adult.”*  **Websites:**  - <http://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/n30.pdf>  - <http://www.nhmrc.gov.au/guidelines/publications/n29-n30-n31-n32-n33-n34>  -   * *Take care with these lessons in particular. The development of healthy (and realistic) body images and perceptions is an important part of an individual’s transition from childhood to adolescence.* * *Initiatives to reduce obesity should acknowledge the research that has been conducted in this area or risk promoting the unnecessary pursuit of thinness by young people.* * *The National Health & Medical Research Council’s Australian Dietary Guidelines are based on the best available scientific evidence and provide information are information about the types and amounts of foods, food groups and dietary patterns that aim to:*   + *promote health and wellbeing;*   + *reduce the risk of diet-related conditions, such as high cholesterol, high blood pressure and obesity; and*   + *reduce the risk of chronic diseases such as type 2 diabetes, cardiovascular disease and some types of cancers.* * *The new guidelines have changed the way we look at the food groups. The traditional food pyramid is no longer seen as best practice. Click* [*here*](http://www.curriculumsupport.education.nsw.gov.au/primary/pdhpe/phc/nut007.htm) *or* [*here*](http://www.health.gov.au/internet/main/publishing.nsf/content/FD699468D52A5A2ECA256F19000406D6/$File/fdeduc-3.pdf) *for more information.* * Have students draw a circle on a piece of blank paper. Ask them to divide the circle into 5 separate groups, with consideration to the types of food that they think should be eaten more often and less often. Explain that not all foods fit within the circle. Some exist outside the circle. * Now show the real food circle and discuss. How does this compare to the groups’? * Use the completed food diaries (or simply what’s been eaten today) and as a class discuss where these foods would fit. * Are we following the recommendations or favouring a food group too much? * Weekly task (using whatever time is available in class):   + Your client has given you $100 to spend. You must use only this money **to create a healthy food plan** that covers all of your client’s nutritional needs for an entire week.   + Consider what you have learnt and discussed in this week’s lesson.   + Again, consider what your client likes to eat and can’t or won’t eat.   + You must include one recipe that YOU have prepared at home. Provide an appealing name for your dish as well as all of the ingredients and steps.     - **Link**: MS Word – compile all recipes into a folder. Students choose a number for these and learn how to create a booklet, table of contents, page numbers, headers and footers, colours, etc.   + You may like to include extra recipes for your client (and maybe we can publish these in class?) |  |
| 7 | **Abstract:**  ***“Lifestyle Choices (Incidentals) – how to get moving just to get moving?***   * This week’s lesson is optional, but engaging - if time permits and previous activities have been completed! * Provide students with some time to investigate some incidental activities that allow for extra movement and energy usage (walking to school, taking the stairs, parking further away, vaccuming, mowing the lawn). * Using either the digital video cameras or digital cameras with videoing capabilities, have students record a “Lifestyle Channel” segment to highlight to the audience how to support their healthy lifestyle. |  |
| 8 | **Abstract:**  ***“Catch Up – combine it all!*** |  |
| 9 | **Abstract:**  ***“Assessment and Presentations***   * Assessment:   + Overall project and completion   + Delivery of one fitness lesson.   + Quiz or Content assessment * Presentation   + Provide students with time to present their projects and discuss. |  |

# Options

* One lesson could involve students preparing a healthy meal and snack.
  + This could be linked to a science activity where they need to prepare a product range and service and offer it to a class group?
* Create an advertisement targeted at a specific audience, eg males or females, to sell a particular product. The product could be either a positive or negative health product. How could these both be sold effectively?