

Teacher guidelines

Healthy me

Year 3	English Health & and Physical Education (HPE)
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Students research and record information on a chart, then plan and deliver a mini-lesson to teach younger students about a specific lifestyle, food or nutrition topic.

Time allocation 7.5 hours (over 4 weeks).

Context for assessment

Students study a range of health topics such as nutrition, lifestyle choices and the basic functions of organs and body systems. This will help them learn about their own wellbeing, and teach others about how lifestyle choices influence emotional, social and physical health development.

**Identify
curriculum**

Defining what students are expected to learn, and how they will demonstrate their achievement.

This assessment gathers evidence of learning for the following **Essential Learnings**:

English	Essential Learnings by the end of Year 3
<p>Ways of working</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • identify audience, purpose and text type • recognise and select vocabulary to describe subject matter • construct simple literary and non-literary texts by planning and by using prior knowledge and experience to match an audience and purpose. 	<p>Knowledge and understanding</p> <p>Speaking and listening</p> <p>Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes in familiar contexts.</p> <ul style="list-style-type: none"> • The purpose of speaking and listening includes exchanging information, sharing and exploring ideas, entertaining, supporting relationships, giving opinions and getting things done. • Speakers can adopt different roles in formal and informal situations. • Words and phrasing, volume and pitch can add interest and emphasis, clarify meaning and be monitored by listeners. • In presentations, speakers make meaning clear by sequencing ideas and information and using visual aids, including objects and pictures. • Speakers and listeners use a number of strategies to make meaning, including identifying purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting. <p>Reading and viewing</p> <p>Reading and viewing involve using a range of strategies to interpret and appreciate written, visual and multimodal texts in familiar contexts.</p> <ul style="list-style-type: none"> • Words, groups of words, visual resources and images elaborate ideas and information, and portray people, characters, places, events and things in different ways.

Source: Queensland Studies Authority 2007, *English Essential Learnings by the end of Year 3*, QSA, Brisbane.

(Continued on next page)

English	Essential Learnings by the end of Year 3
	<p><i>Writing and designing</i></p> <p>Writing and designing involve using language elements to construct literary and non-literary texts for familiar contexts.</p> <ul style="list-style-type: none"> • The purpose of writing and designing includes reporting and conveying simple messages and information. • Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting. <p><i>Language elements</i></p> <p>Interpreting and constructing texts involve exploring and using grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face-to-face modes (speaking and listening, reading and viewing, writing and designing) in familiar contexts.</p> <ul style="list-style-type: none"> • Auditory, spoken, visual and nonverbal elements provide details necessary for making meaning about the representations of people, places and things. <p><i>Literary and non-literary texts</i></p> <p>Exploring literary and non-literary texts involves developing an awareness of purpose, audience, subject matter and text structure.</p> <ul style="list-style-type: none"> • Texts are produced for particular audiences and their interests. • Non-literary texts inform, report on events and issues, explain, explore ideas, express opinions, conduct transactions, and negotiate relationships, goods and services, and give directions.
<p>Assessable elements</p> <ul style="list-style-type: none"> • Knowledge and understanding • Constructing texts • Interpreting texts • Appreciating texts 	
Source: Queensland Studies Authority 2007, <i>English Essential Learnings by the end of Year 3</i> , QSA, Brisbane.	

This assessment also gathers evidence of learning for the following **Essential Learnings**:

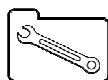
HPE Essential Learnings by the end of Year 3	
<p>Ways of working</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • identify and collect information and evidence • propose and take action to promote health and wellbeing, movement capacities and personal development • reflect on and identify how behaviours, skills and actions influence health and wellbeing, movement capacities and personal development. 	<p>Knowledge and understanding</p> <p>Health</p> <p>Health is multidimensional and influenced by everyday actions and environments.</p> <ul style="list-style-type: none"> • The dimensions of health include physical (relating to the body), social (relating to relationships) and emotional (relating to feelings). • Health behaviours and choices are influenced by personal factors, people and environments. • A selection of foods from the five food groups is necessary to support growth, energy needs, physical activity and health and wellbeing.
<p>Assessable elements</p> <ul style="list-style-type: none"> • Knowledge and understanding • Investigating • Planning • Implementing and applying 	
<p>Source: Queensland Studies Authority 2007, <i>HPE Essential Learnings by the end of Year 3</i>, QSA, Brisbane.</p>	

Sequence learning

Describing learning experiences and resources that will enable students to complete the assessment.

Listed here are suggested **learning experiences** for students before attempting this assessment.

- View and discuss healthy lifestyles using visual stimuli such as government advertisements, brochures, booklets and websites.
- Research and organise information using a graphic organiser.
- Design an information brochure.
- Discuss the roles and responsibilities in peer feedback relationships.
- Investigate the text structure and language features of lesson notes.
- Refine oral presentation techniques such as vocal modulation, pace, body positioning, eye contact and managing nervousness.
- Write a simple script with prompts and cues and rehearse using the script or palm cards.



Teacher resources

“Eat well be active”, Queensland Health 2007, accessed 15 February 2008, <www.health.qld.gov.au/eatwellbeactive>.

“Eat well be active” information for Aboriginal peoples and Torres Strait Islander peoples: <www.health.qld.gov.au/eatwellbeactive/atsip/default.asp>.

“Fruit ‘n’ veg week”, *Students*, Health Department of Western Australia 2003, accessed 15 February 2008, <www.fruitnvegweek.health.wa.gov.au/for_students/students.asp>.

“My pyramid”, *Inside the pyramid*, United States Department of Agriculture 2007, accessed 15 February 2008, <www.mypyramid.gov/pyramid/index.html>.

Develop assessment

Gathering evidence that demonstrates how well students have achieved the curriculum expectations.

Preparing

Consider these points before implementing the assessment.

Section 1. Information retrieval chart

- Work with your students' HPE teacher to align teaching objectives and timelines.
- Collect TV advertisements (or similar) that promote student health (such as "Life Be in It").
- Collect and make copies of relevant health resources.
- Print the retrieval charts (Appendixes B, C, D) to A3 size.
- Prepare a word bank chart listing a few samples of appropriate topic words.

Section 2. Mini-lesson teaching notes

- Review Appendix A: Features of a mini-lesson with the class before they start work. Model what the completed mini-lesson notes should look like.

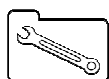
Section 3. Mini-lesson presentation

- Explain to students what is expected of them during their mini-lesson. Review the information about presentation in Appendix A: Features of a mini-lesson.
- Students could teach others of the same year level, rather than teaching younger students.

Sample implementation plan

This table shows one way that this assessment can be implemented. It is a guide only — you may choose to use all, part, or none of the table. You may customise the table to suit your students and their school environment.

Suggested time	Student activity	Teacher role	Resources
Section 1. Information retrieval chart			
Week 1 2 x 50-minute sessions	Fill in retrieval charts. Give and receive peer feedback on information retrieval. As a class, compile a special word bank to guide language use.	Allocate peer editor partnerships. Schedule student mini-lessons for Week 4	Retrieval charts (Appendixes B, C and D) Collection of health advertisements and resources Word bank chart
Section 2. Mini-lesson teaching notes			
Weeks 2–3 4 x 50-minute sessions	Plan and write first draft of the lesson notes. Give and receive peer feedback on mini-lesson script using the Mini-lesson teaching notes feedback sheet.	Review the language features and structure of lesson notes. Monitor and assist students in writing their lesson notes. Check feedback sheets.	Appendix A: Features of a mini-lesson Cards or paper for writing lesson notes
Section 3. Mini-lesson presentation			
Weeks 4–5 3 x 50-minute sessions	Finalise mini-lesson notes. Rehearse mini-lesson with peer editor. Teach a 3–4 minute mini-lesson to a group of Year 2 students (3–4 students).	Guide final drafting of lesson notes. Ensure all students have provided feedback on their peer editor's lesson notes. Oversee mini-lessons.	Appendix A: Features of a mini-lesson



Resources for the assessment

Appendix A	Features of a mini-lesson
Appendix B	My food facts retrieval chart
Appendix C	My lifestyle facts retrieval chart
Appendix D	My exercise facts retrieval chart

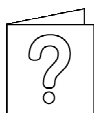
Make judgments

Making standards-referenced, consistent judgments.

During the learning process, you and your students should have developed a shared understanding of the curriculum expectations identified as part of the planning process.

After students have completed the assessment, identify, gather and interpret the information provided in student responses. Use only the evidence in student responses to make your judgment about the quality of the student learning. Refer to the following documents to assist you in making standards-referenced judgments:

- *Guide to making judgments*
- *Indicative A response*
- Sample responses (where available).



For further information refer to *Using a Guide to making judgments* available in the Resources section of the Assessment Bank website.

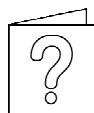
Use feedback

Using feedback to enrich teaching and learning.

Evaluate the information gathered from the assessment to inform teaching and learning strategies.

Involve students in the feedback process. Give students opportunities to ask follow-up questions and share their learning observations or experiences.

Focus feedback on the student's personal progress. Emphasise continuous progress relative to their previous achievement and to the learning expectations — avoid comparing a student with their classmates.



For further information, refer to *Using feedback*, available in the Resources section of the Assessment Bank website.

Features of a mini-lesson

Language features

- Use descriptive words from the word bank (e.g. fitness, lazy, nutrition, stomach).
- Include a leading statement or question (e.g. “Did you know that ...?”)
- Use signposting to make it easier for your audience to follow (e.g. “Today I will” ... “Now I will ...”)
- Identify places in the script where visual aids will be used and questions will be asked.

Structure

The introduction should:

- grab the audience's attention — start with an interesting fact or question (e.g. “Did you know that Australia has one of the highest rates of ... ?”)
- present your topic clearly and state what you will be speaking about.

The body should:

- state important facts about your topic
- connect ideas logically.

The conclusion should:

- make a short closing statement (e.g. “Eating a healthy, balanced diet means ...”)
- include a few questions to check if your students learned something new.

Presentation

- Practise your presentation.
- Speak clearly and be conscious of your posture, your voice, your gestures and your body language.
- Use your visual aid to support your information. (This could be a book, a picture or your retrieval chart.)
- Stick to your 3–4-minute time limit.

Answering and asking questions

- Listen carefully to each question and pause before responding so you can think about an answer before speaking — keep your answers brief.
- Control how your class ask or answer questions or share facts (i.e. don't let one person do all the talking).

My food facts retrieval chart

Name: Peer editor:

Define "food":

Write a food fact in each of the boxes below. Use headings to organise your information.

What are some ways in which different foods are good for us?

- | | |
|---------|---------|
| • | • |
| • | • |
| • | • |

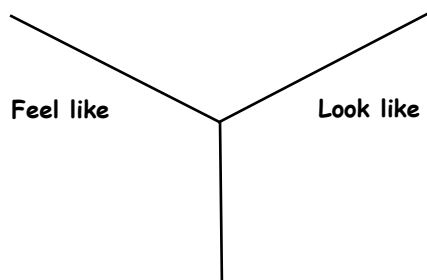
Other interesting facts:

- | | |
|---------|---------|
| • | • |
| • | • |
| • | • |

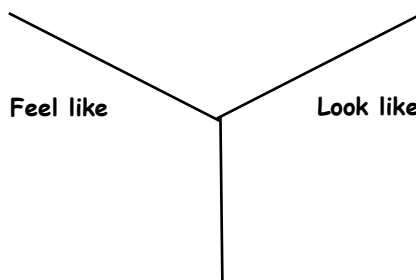
Write some words that describe what each type of food may sound, feel and look like.

Healthy foods

Sound like

**Unhealthy foods**

Sound like



My lifestyle facts retrieval chart

Name: Peer editor:

Define "lifestyle":

Write some examples of different lifestyle activities.

-
-
-
-
-

Write some of your lifestyle activities.

-
-
-
-
-

Colour the boxes that best describe your lifestyle habits.

At school

Active all the time	Active most of the time	Active sometimes	Rarely active	Never active
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At home

Active all the time	Active most of the time	Active sometimes	Rarely active	Never active
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As a family

Active all the time	Active most of the time	Active sometimes	Rarely active	Never active
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Write some words or phrases that describe what active lifestyle activities may sound, feel and look like.

Sound like

Feel like

Look like

My exercise facts retrieval chart

Name: Peer editor:	
Define “exercise”:	
How does regular exercise help us? <ul style="list-style-type: none">••••	
Add pictures or drawings you have found showing other information.	Information sources: <ul style="list-style-type: none">••••••
Write words or phrases that describe what lots of exercise might sound, feel and look like. <div><div>Sound like</div><div>Feel like</div><div>Look like</div></div>	