



Teacher guidelines

Healthy as ...

Year 5

English

Health & Physical Education (HPE)

Students research and record information on a graphic organiser and then create an information flyer to inform and persuade a school audience of the importance of making positive health choices.

Time allocation 6 hours (over 2 weeks).

Student roles Students will research and produce an information flyer that promotes the importance of making positive health choices about a certain topic for a school-wide student and teacher audience.

Context for assessment

Community awareness of nutrition, lifestyle, functions of body systems and exercise is growing. Students will learn about personal wellbeing and how lifestyle choices influence emotional, social and physical health development. They will then gather information and write texts to inform and influence their school friends.

**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 5
<p>Ways of working</p> <p>Students are able to:</p> <ul style="list-style-type: none"> identify the relationship between audience, purpose and text type construct literary and non-literary texts by planning and developing subject matter, using personal, cultural and social experiences that match an audience and purpose. 	<p>Knowledge and understanding</p> <p>Writing and designing</p> <p>Writing and designing involve using language elements to construct literary and non-literary texts for audiences in personal and community contexts.</p> <ul style="list-style-type: none"> The purpose of writing and designing includes entertaining, informing and describing. Writers and designers can adopt different roles, and make language choices appropriate to the audience. Words and phrases, symbols, images and audio affect meaning and interpretation. 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>Language elements</p> <p>Interpreting and constructing texts involve making choices about 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 personal and community contexts.</p> <ul style="list-style-type: none"> Paragraphs separate ideas in texts and contain a topic sentence. Vocabulary is chosen to express ideas and information in a commonsense or technical way. Auditory, spoken, visual and nonverbal elements add meaning to the subject matter and focus the audience's attention.

(Continued on next page)

	<p><i>Literary and non-literary texts</i></p> <p>Making choices about literary and non-literary texts involves identifying the purpose, audience, subject matter and text structure.</p> <ul style="list-style-type: none"> Non-literary texts report, inform, present and seek opinions, present arguments, persuade and negotiate.
<p>Assessable elements</p> <ul style="list-style-type: none"> Knowledge and understanding Interpreting texts Constructing texts 	
<p>Source: Queensland Studies Authority 2007, <i>English Essential Learnings by the end of Year 5</i> QSA, Brisbane.</p>	

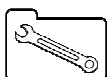
<p>HPE <i>Essential Learnings by the end of Year 5</i></p>	
<p>Ways of working</p> <p>Students are able to:</p> <ul style="list-style-type: none"> collect, organise and evaluate information and evidence propose, justify and implement simple plans or actions to promote health and wellbeing, movement capacities, and personal development. 	<p>Knowledge and understanding</p> <p><i>Health</i></p> <p>Health is multidimensional and influenced by individual and group actions and environments.</p> <ul style="list-style-type: none"> Personal, social, cultural and environmental factors influence behaviours and choices including eating and physical activity. Individual and group action can promote health and wellbeing, including safety.
<p>Assessable elements</p> <ul style="list-style-type: none"> Knowledge and understanding Investigating Planning 	
<p>Source: Queensland Studies Authority 2007, <i>HPE Essential Learnings by the end of Year 5</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.

- Discuss ways of communicating healthy lifestyle topics in media such as advertisements, booklets and brochures.
- View real examples of different types of information flyers.
- Consider what goes into the design of an information flyer (e.g. language, visuals and hooks).
- Model the text structure and language features of an information flyer.
- Research and respond to specific information needs using an information retrieval chart.
- Use graphic organisers such as PMI charts, Venn diagrams or Y-charts.
- Discuss the roles and responsibilities in feedback partnerships.



Teacher resources

Information about healthy eating and being active

- Queensland Health's website offers a range of fact sheets on eating well and being active (look under resources/fact sheets). It also includes information for Aboriginal peoples and Torres Strait Islander peoples, and a brochure about the "Eat well and be active" program: <www.health.qld.gov.au/eatwellbeactive>.
- Queensland Department of Communities' website contains a range of information sheets on healthy eating and activity choices for young people: <<http://www.communities.qld.gov.au/family/eatwell/#active>>.
- *MyPyramid.gov* — *steps to a healthier you*, United States Department of Agriculture, accessed 13 February 2008, <www.mypyramid.gov/pyramid/index.html>.
- *Fruit 'n' veg week 2003*, Health Department of Western Australia, accessed 13 February 2008, <www.fruitnvegweek.health.wa.gov.au/for_students/students.asp>.

Information flyer samples

- The Department of Health and Ageing has a healthy eating flyer that can be used as an example: <www.health.gov.au/internet/main/publishing.nsf/Content/health-publth-publicat-document-fdpost-cnt.htm>.
- The International Food Information Council website has links to a range of healthy eating related brochures: <<http://ific.org/publications/brochures/>> (PDF).
- "World wetlands day 2005" poster, Australian Government Department of Environment and Heritage, accessed 28 March 2008, <www.environment.gov.au/ssd/new/2005-archive.html> (PDF).

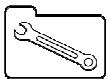
Develop assessment

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

Preparing

Consider these points before implementing the assessment.

- Work with your students' HPE teacher to align teaching objectives and timelines.
- Collect advertisements and resources that promote student health (e.g. "Eat well and be active" in the Teacher resources).
- Photocopy the retrieval charts (Appendixes B–E) to guide the planning, organisation and writing of flyers.
- Copy and display the Information flyer hints and ideas sheet from the *Student booklet*.
- Create and display two wall charts that show
 - the text structure and language features of an information flyer
 - a class word bank of health-related words.



Resources for the assessment

Materials for flyer (e.g. glue, paper, scissors, paints, pencils, or computer with graphics software)

- Appendix A Feedback sheet
- Appendix B Food retrieval chart and Venn diagram
- Appendix C Exercise retrieval chart and PMI chart
- Appendix D Lifestyle retrieval chart and Y-charts
- Appendix E Digestive system retrieval chart and Alphabet key organiser

Information on the digestive system

- "Label the digestive system", *Enchanted Learning* 1996–2007, accessed 13 February 2008, <www.enchantedlearning.com/subjects/anatomy/digestive/labeleasy>.
- *Kids' info guide: Digestive system*, Indianapolis Marion County Public Library 2006, accessed 13 February 2008, <www.imcpl.org/kids/guides/health/digestivesystem.html>.

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			
Session 1	<p>Complete the If you know it, show it organiser in the <i>Student booklet</i>.</p> <p>Select a health topic.</p> <p>Collect the appropriate retrieval sheet.</p>	<p>Guide students in choosing health topics.</p> <p>Provide photocopies of appropriate retrieval sheets.</p> <p>Review how to use a Y-chart, PMI chart, Alphabet key and Venn diagram.</p> <p>Allocate feedback partners.</p>	<p>Appendix A: Food retrieval chart and Venn diagram</p> <p>Appendix B: Exercise retrieval chart and PMI chart</p> <p>Appendix C: Lifestyle retrieval chart and Y-charts</p> <p>Appendix D: Digestive system retrieval chart and Alphabet key organiser</p>
Sessions 2–3	<p>Fill in all sections of the information retrieval chart.</p> <p>Give and receive peer feedback using the Feedback sheet.</p>	<p>Review the class word bank with students to guide language and vocabulary use.</p> <p>Photocopy and distribute Appendix E: Feedback sheet.</p>	<p>Word bank wall chart</p> <p>Appendix E: Feedback sheet</p>
Section 2. Information flyer			
Session 4	<p>Plan flyer layout and features — refer to Information flyer hints and ideas sheet in the <i>Student booklet</i>.</p>	<p>Review text structure and language features to be used in the information flyer.</p> <p>Provide a drafting format for students to plan their flyer layout ideas.</p>	<p>Text structure and language features of an information flyer wall chart</p>
Sessions 5–6	<p>Complete first draft of the information flyer.</p> <p>Complete feedback sheet on partner's first draft.</p> <p>Make changes based on partner's feedback.</p> <p>Hand in final information flyer.</p>	<p>Give feedback on students' first draft.</p> <p>Check student feedback sheets.</p>	<p>Materials for students to construct their flyers.</p>

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 guide teaching and learning strategies.




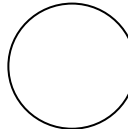
Involve students in the feedback process. Give students opportunities to ask follow-up questions and share their learning observations or experiences.

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.

Feedback sheet

Retrieval chart feedback	
Feedback partner's name:	Writer's name:
<p>Has the writer:</p> <ul style="list-style-type: none"> included information in all boxes <input type="checkbox"/> Yes <input type="checkbox"/> No listed a variety of information sources? <input type="checkbox"/> Yes <input type="checkbox"/> No 	
<p>What did you learn after reading the chart?</p> <p>.....</p>	
<p>Make one suggestion that may improve the retrieval chart.</p> <p>.....</p>	
Information flyer feedback	
1. Is there a hook that grabs your attention?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Have images and words been used to provide information and persuade you? If not, write an example here.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Do the words and images match the flyer's topic?	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Will the flyer appeal visually to adults and children?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>5. Make one suggestion that may improve the flyer.</p> <p>.....</p>	
<p>6. Circle or draw a face that best describes your feelings about their flyer.</p> <div style="display: flex; justify-content: space-around; align-items: center;">     </div>	

Food retrieval chart

Name:

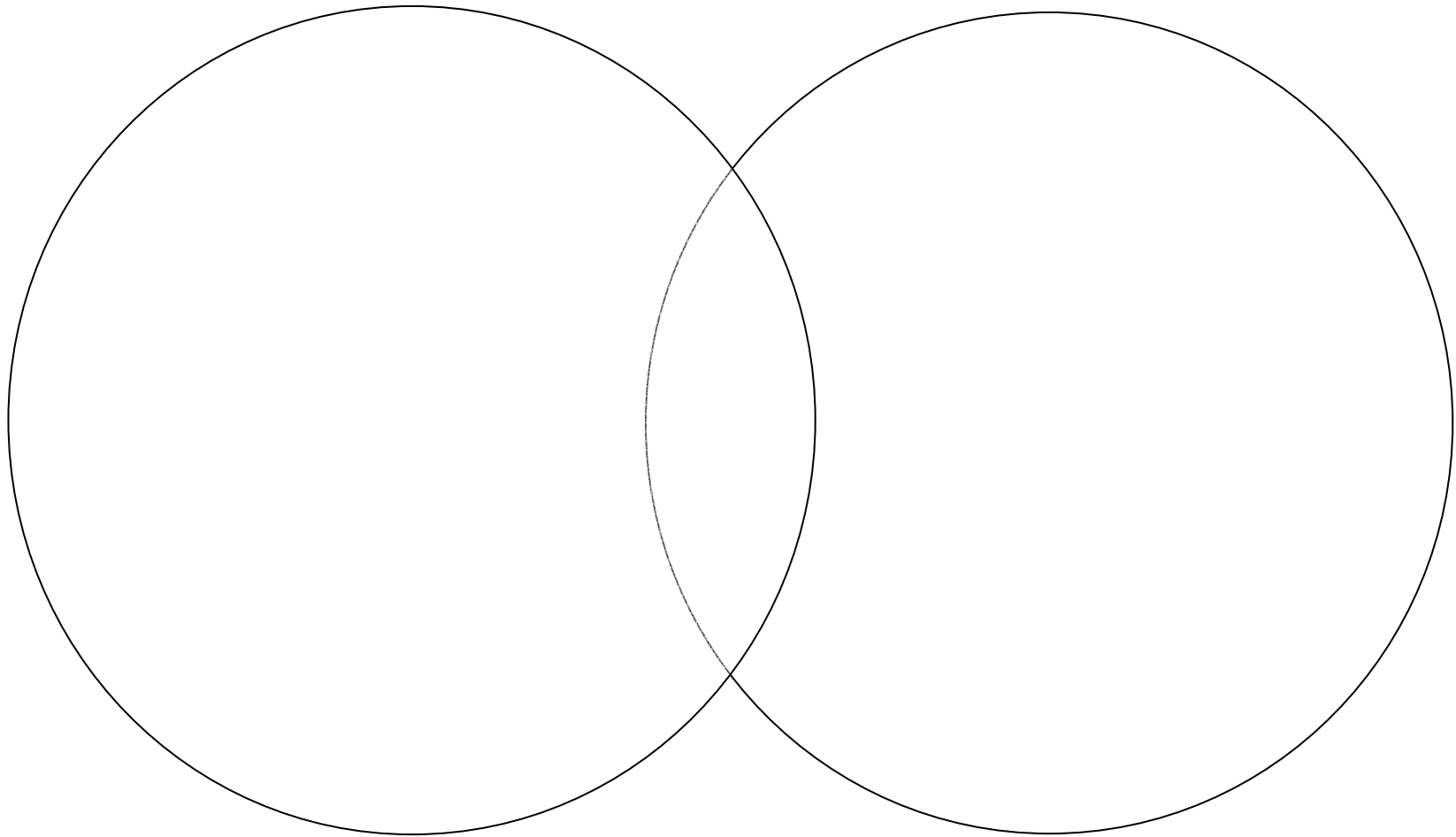
Healthy food	Unhealthy food
<p>Types of food:</p> <ul style="list-style-type: none"> • • • • • • 	<p>Types of food:</p> <ul style="list-style-type: none"> • • • • • •
<p>Ways eating healthy food helps me:</p> <ul style="list-style-type: none"> • • 	<p>Ways eating too much unhealthy food can harm me:</p> <ul style="list-style-type: none"> • •
<p>Define “food”:</p> <p>.....</p> <p>Other interesting facts:</p> <p>.....</p>	
<p>Add pictures or drawings you have found showing other information.</p>	<p>Information sources:</p> <ul style="list-style-type: none"> • • • •

Venn diagram

Fill in the Venn diagram to display differences and similarities in food choices.

Healthy foods

Unhealthy foods



Exercise retrieval chart

Name:

Regular exercise	Passive or low level exercise
<p>Examples of healthy activities or habits include:</p> <ul style="list-style-type: none"> • • • • • • 	<p>Examples of passive or low level activities or habits include:</p> <ul style="list-style-type: none"> • • • • • •
<p>By exercising regularly it helps me:</p> <ul style="list-style-type: none"> • • • • • 	<p>By not exercising regularly you can:</p> <ul style="list-style-type: none"> • • • • •
<p>Define "exercise":.....</p> <p>.....</p>	
<p>Add pictures or drawings you have found showing other information.</p>	<p>Information sources:</p> <ul style="list-style-type: none"> • • • • •

PMI chart

Fill in the PMI chart to show what different exercise choices could look like.

Regular exercise			Little exercise		
Plus (+)	Minus (-)	Ideas (!)	Plus (+)	Minus (-)	Ideas (!)

Lifestyle retrieval chart

Name:

Define "lifestyle": 	
List some examples of positive lifestyle choices: • • • • • •	List some examples of negative lifestyle choices: • • • • • •
Some of my positive lifestyle choices are: • • • • •	Interesting facts: • • • • •
Add pictures or drawings you have found showing other information.	Information sources: • • • • • •

Y-charts

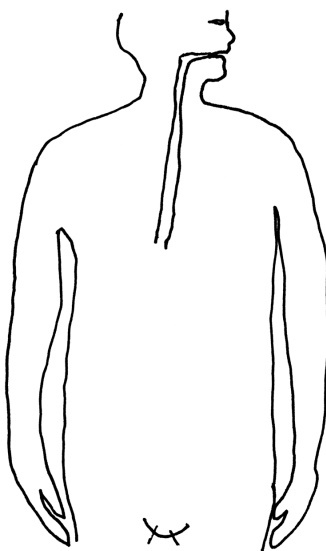
Complete the Y-charts to record your feelings or thoughts about different lifestyle choices.

Positive lifestyle choices
<div>Feel like</div> <div><div>Look like</div><div>Sound like</div></div>

Negative lifestyle choices
<div>Feel like</div> <div><div>Look like</div><div>Sound like</div></div>

Digestive system retrieval chart

Name:

<p>Define “the digestive system”:</p> <p>.....</p>	
<p>List the main organs of the digestive system:</p> <ul style="list-style-type: none"> • • • • • 	<p>Information sources:</p> <ul style="list-style-type: none"> • • • • •
<p>Write some facts about some of the main organs you have listed above:</p> <ul style="list-style-type: none"> • • • • • 	
<p>In the diagram below, carefully draw and label some of the organs that make up the digestive system (at least six).</p> 	<p>Write a few sentences that describe your food's journey as it travels through your digestive system.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Alphabet key organiser

Name:

Next to each letter, write any words you have learned that are related to the digestive system (e.g. A — appendix).

A	N
B	O
C	P
D	Q
E	R
F	S
G	T
H	U
I	V
J	W
K	X
L	Y
M	Z