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| Unit Title: | 7.4 Good Habits | | | Stage/Year: | Stage 4/Year 7 |
| Strand(s): | Strand 3 Individual and Community Health, Strand 4 Lifelong Physical Activity | | | Unit length: | 20 lessons |
| Unit Description: | This unit focuses on the substances that people consume & how these impact on their capacity to be physically active & healthy. Examples of substances include food, fluid & drugs. Students also develop consumer knowledge & skills relating to health information, products & services. | | | | |
| Major outcomes A student: | | | Evidence of Learning A student: | | |
| <ul style="list-style-type: none">4.6 - describes the nature of health and analyses how health issues may impact on young people4.8 - describes how to access and assess health information, products and services | | | <ul style="list-style-type: none">Students complete a retrieval chart that identifies the relationship between lifestyle & disease (4.6)Students use the internet & local phone book to identify services in the local area that assist young people with health issues. Each group selects a health service & prepares a retrieval chart that outlines location & contact details, payment options, access hours, services available & parental permission requirements (4.8) | | |
| Contributing outcomes | | | | | |
| <ul style="list-style-type: none">4.9 - describes the benefits of a balanced lifestyle and participation in physical activity4.10 - explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity4.15 - devises, applies and monitors plans to achieve short-term and long-term goals | | | | | |
| Cross Curriculum Content | ✓ | Key Competencies | ✓ | Catholic Dimension: | |
| ICT | ✓ | Collecting, Analysing | ✓ | <p>Strand 1: This strand explores the interdependence between a sense of self and the health and wellbeing of themselves and others. An understanding is also reflected in the Catholic Christian tradition, in which the self or person is continually challenged to reach out beyond ourselves in relationships.</p> <p>Strand 4: This strand explores students’ willingness and capacity to engage in enjoyable, fulfilling, and lifelong physical activity. A need for a balanced lifestyle, the development of action plans, and involvement with others is a focus. Catholic Christian teaching affirms the need for lifelong physical activity in the context of the essential unity between body, soul and spirit, between brain and heart, and between the needs of the individual and the community.</p> | |
| Work & Employment | | Communicating Ideas | ✓ | | |
| Aboriginal & Indigenous | ✓ | Planning | ✓ | | |
| Civics & Citizenship | | Working with others | ✓ | | |
| Difference & Diversity | ✓ | Work mathematically | ✓ | | |
| Environment | | Solving problems | | | |
| Gender | ✓ | Work with ICT applications | ✓ | | |
| Literacy | | | | | |
| Multicultural | ✓ | | | | |

| Students learn about: | Students learn to: |
|--|---|
| <ul style="list-style-type: none"> ▪ Factors that affect health <ul style="list-style-type: none"> - the influence of genetics on health - how the environment influences health - lifestyle and lifestyle diseases - communicable diseases - medical conditions ▪ Healthy food habits <ul style="list-style-type: none"> - defining healthy food habits - nutritional requirements - the relationship of food habits to health - cultural and social meanings of food - relationship between diet, physical activity and health ▪ Personal benefits of participation in physical activity <ul style="list-style-type: none"> - physical - social - emotional - mental - spiritual ▪ Physical activity levels <ul style="list-style-type: none"> - incidental physical activity - accumulated physical activity - physical activity for health and/or fitness - activity patterns throughout the life span - influences on participation ▪ Drug use <ul style="list-style-type: none"> - the classification of drugs, eg stimulants, depressants, hallucinogens - reasons people use and do not use drugs - influences on drug use | <ul style="list-style-type: none"> ▪ identify signs, symptoms and risk factors for health conditions common in young people ▪ review the dietary habits of young people in relation to recommended dietary guidelines for children and adolescents ▪ design a realistic weekly meal plan for a family that reflects healthy food habits ▪ recognise the cultural and social influences on food choices ▪ analyse their lifestyle over a typical week to plan and implement increased opportunities for physical activity ▪ participate in a range of lifelong physical activities to identify and appreciate potential benefits ▪ communicate key messages about being active and suggest simple strategies to assist others to recognise these benefits, eg multimedia presentations, pamphlets ▪ analyse their current levels of incidental and planned physical activity and discuss their adequacy for health and fitness ▪ analyse influences and reasons why people choose to use or not use drugs |

- short-term and long-term effects of drugs on health and wellbeing
- prevalence and patterns of adolescent drug use
- legal and economic consequences
- effects of other people's drug use

- **Accessing health information, products & services**

- sources of health information, eg family, peers, school, internet, media, GP
- range of products, services and personnel available
- factors influencing access, eg culture, location
- reasons for preferred services and products

- identify health information, products and services designed to address the health needs of young people, eg mental health, youth health services

| Teaching, learning and assessment activities | Resources | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Theatre Thinking!</p> <ul style="list-style-type: none">Students view an episode of the Simpson’s. Students select a character & prepare a mind map that records their daily health habits. Using a code (symbol) classify these habits as ‘good’ or ‘bad’ health habits. Select a ‘bad’ health habit & explain to a partner the possible consequences of this health habit. For example, eating donuts & pork chops can lead to obesity. Ensure that students include a variety of physical, mental, social & spiritual habits.In small groups, prepare a poster or chart that links health habits to lifestyle diseases. <p><i>FEEDBACK: Teacher provides feedback regarding the diseases selected & the accuracy of risk factors identified.</i></p> <p>Website Wander</p> <ul style="list-style-type: none">In small groups, students access websites www.heartfoundation.com.au (cardiovascular disease), www.nswcc.org.au (cancer), www.maansw.gov.au (mva), www.health.gov.au/hsdd/mentalhe/index.htm (mental health) & the posters they prepared in the previous activity to complete the chart below: <table border="1"><thead><tr><th>Simpson’s Character</th><th>Health Habit</th><th>Possible Lifestyle Disease</th><th>Signs/Symptoms</th><th>Risk Factors</th></tr></thead><tbody><tr><td>For Example, Homer</td><td>Eating pork chops & donuts No exercise Drinking ‘Duff’ beer</td><td>Obesity</td><td>Excess weight</td><td>Food high in fat, sugar, salt</td></tr><tr><td>Marge</td><td></td><td></td><td></td><td></td></tr><tr><td>Bart</td><td></td><td></td><td></td><td></td></tr><tr><td>Lisa</td><td></td><td></td><td></td><td></td></tr><tr><td>Barney</td><td></td><td></td><td></td><td></td></tr></tbody></table> <p>With a partner, explain why Bart, Lisa & Maggie might be at risk of developing the same lifestyle diseases as Homer (genetics & environment).</p> <p><i>FEEDBACK: Teacher provides feedback regarding the diseases selected & the accuracy of risk factors identified.</i></p> | Simpson’s Character | Health Habit | Possible Lifestyle Disease | Signs/Symptoms | Risk Factors | For Example, Homer | Eating pork chops & donuts No exercise Drinking ‘Duff’ beer | Obesity | Excess weight | Food high in fat, sugar, salt | Marge | | | | | Bart | | | | | Lisa | | | | | Barney | | | | | <p>Excerpt of the Simpson’s Chart paper Texas</p> <p>Computer access to www</p> |
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| Marge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bart | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lisa | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Barney | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |