

# ORANGE HIGH SCHOOL



## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	PDHPE
<b>Topic</b>	Nourish To Flourish
<b>Class Teacher</b>	Miss Cutcliffe, Ms Cooper, Mrs Chopping, Ford
<b>Head Teacher</b>	Ms Dray
<b>Date Given</b>	WEEK 5
<b>Date Due</b>	WEEK 9 IN CLASS

### TOPIC = Healthy Food Habits

#### TASK DESCRIPTION:

Your teacher will model the Read Aloud, Think Aloud strategy in class to deconstruct the Australian Guide to Healthy Eating poster.

#### 1. AT HOME PREPARATION

You will be given 2 brochures (Healthy eating for children and Healthy eating for adults) to take home and complete your own text deconstruction using the table attached.

#### 2. IN CLASS

Weekly meal plan – In class you will use the information collected from the brochures to create a realistic weekly meal plan for a family member based on a case study that you will receive on the assessment day. You will need to add your own context to the person, including cultural diversity and family food and eating habits when constructing a suitable plan.

#### The food plan should aim to:

- meet the daily food intake requirements for the family member, including water
- reflect healthy food habits
- include a wide variety of nutritious foods
- cater for the individual needs and lifestyles of the family member

\* You will be able to access your BYOD during this task.

#### Outcomes/Content Assessed:

PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities

Key inquiry question	Content
<ul style="list-style-type: none"> <li>• What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community?</li> </ul>	<ul style="list-style-type: none"> <li>• develop health literacy skills and promote health information that is aimed at assisting young people to address health issues               <ul style="list-style-type: none"> <li>○ assess health products, information and advertising to expose myths and fallacies, eg understanding food labels, contraceptive products S</li> </ul> </li> </ul>

NAME: \_\_\_\_\_

- How can I effectively manage my own and support others health, safety, wellbeing and participation in physical activity?

- plan and use health practices, behaviours and resources to enhance the health, safety, wellbeing and physical activity participation of their communities (ACPPS077)
  - investigate different approaches and develop personal plans for promoting their own positive mental health and wellbeing, eg mindfulness, relaxation, healthy eating S
  - research and plan a variety of nutritional and physical activity options to promote the health of young people in the wider community

**\*What is the Read Aloud, Think Aloud Strategy?**

*This strategy is a technique in which students verbalize their thoughts as they read and thus bring into the open the strategies they are using to understand a text. The reader needs to stop periodically, reflect on how a text is being processed and understood, and relate what reading strategies are being employed. This strategy is also helpful for teaching how to read critically. Students learn what to look for and what matters in the subject (in this case in PDHPE).*

**Non-completion of Task:**

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both classes.

**Plagiarism:**

Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

Failure to follow the above procedures may result in a zero award.

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## READ ALOUD THINK ALOUD TABLE

HEALTHY EATING FOR CHILDREN BROCHURE

*Conduct an analysis by answering your choice of questions below.  
\* NOTE: You are not required to answer ALL questions.*

*FOCUS OF SCRIPT*

*TEXT DECONSTRUCTION*

### Purpose

- Why would someone use this text? What information would they be looking for?
- What information do you need to gather from this text?

### Context

- What is the source of the information?
- Is there a logo or image to identify the source?
- Is there a website?
- Is there an author? What do you know about the author?
- Is this a reliable source? What makes it a reliable source?
- Do you think the text is reliable? How do you know the text is reliable?
- Who is the audience for the text?
- What parts of the text tells you they are the audience?
- Why was this text developed?
- What is the purpose of the text?

## Text features

- Is the text easy to read?
- What are the features of the text? (images, headings, subheadings, graphs, key words, tables)
- Locate the key words. Are there key words whose meanings you are unsure of? How could you locate the meanings of these words?
- What information does the table give you?
- What information does the visual text and images give you?
- Are the images useful? When you compare the information from the images to the information in the text and the table, do the images have a purpose and add to the information?
- Does the text give you information you could not find in the other text?
- Does the text tell you how much should be eaten from each food group?
- Does the text give you information on the amount of food required each day for the different age groups in a family?
- Does the text explain what a 'serve' is for each of the food groups?
- Does the text tell you the amounts of sometimes foods to be eaten and how often sometimes foods can be eaten?
- Are there foods and drinks that you consume that are not within these three texts? How will you know where they fit on the food plate?
- Are there other questions you need answers to?

NAME: \_\_\_\_\_

## READ ALOUD THINK ALOUD TABLE

HEALTHY EATING FOR ADULTS BROCHURE

Conduct an analysis by answering your choice of questions below.  
\* NOTE: You are not required to answer ALL questions.

*FOCUS OF SCRIPT*

*TEXT DECONSTRUCTION*

### Purpose

- Why would someone use this text? What information would they be looking for?
- What information do you need to gather from this text?

### Context

- What is the source of the information?
- Is there a logo or image to identify the source?
- Is there a website?
- Is there an author? What do you know about the author?
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**MARKING CRITERIA – NOURISH TO FLOURISH**

<b>PART 1 (AT HOME) – TEXT DECONSTRUCTION CRITERIA</b>	<b><u>0 MARK</u></b>	<b><u>1-2 MARKS</u></b>	<b><u>3-4 MARKS</u></b>	<b><u>5-6 MARKS</u></b>	<b><u>7-8 MARKS</u></b>	<b><u>9-10 MARKS</u></b>	<b><u>TOTAL</u></b>
	<ul style="list-style-type: none"> <li>No submission</li> </ul>	<ul style="list-style-type: none"> <li>Identifies that one or both texts are different</li> <li>Gives minimal deconstruction of texts</li> </ul>	<ul style="list-style-type: none"> <li>Identifies different perspectives in one or both of the texts.</li> <li>Identifies visual images in both texts.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies different perspectives in texts.</li> <li>Describes visual images and describes the meaning of both texts.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies different perspectives in both texts.</li> <li>Analyses the impact of visual images on the meaning of texts.</li> <li>Locates information to draw conclusions from both texts.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies different perspectives in both texts.</li> <li>Analyses and evaluate the impact of visual images on the meaning of texts.</li> <li>Locates and synthesises information to draw conclusions from both texts.</li> </ul>	

NAME: \_\_\_\_\_

		<u>0 MARKS</u>	<u>1-2 MARK</u>	<u>3-4 MARKS</u>	<u>5-6 MARKS</u>	<u>7-8 MARKS</u>	<u>9-10 MARKS</u>	<u>TOTAL</u>
		<u>CRITERIA:</u>  <b>PART 2 (IN CLASS) – MEAL PLAN</b>	Non attempt.	Plans a diet for the members of the family that does not meet the ADG.  No or minimal explanation.	Uses no knowledge of contextual factors in the given scenario to plan a diet of family member. Refers to the information from brochures and meets some of the serving requirements from the ADG.  Student gives minimal explanation as to why they chose the diet and/or suggests an improvement to the lifestyle behaviour of the person with no reference to ADG.	Uses minimal knowledge of contextual factors in the given scenario to plan strategies to enhance the diet of a family member. Refers to the information from brochures and meets some of the serving requirements from the ADG.  Student suggests why they chose the diet and/or suggests an improvement to the lifestyle behaviour of the person with reference to the ADG	Uses knowledge and understanding of contextual factors in the given scenario to plan and critique strategies to enhance the diet a family members. Refers to the information from brochures and meets most of the serving requirements from the ADG.  Student describes with some detail why they chose the diet with and suggests an improvement to the lifestyle behaviours of the person with reference to the ADG	Uses extensive knowledge and understanding of contextual factors in the given scenario to plan and critique strategies to enhance the diet of one choice of family member. Refers to the information from brochures and meets all of the serving requirements from the ADG.  Student explains with extensive detail why they chose the diet with and suggests an improvement to the lifestyle behaviours of the person with reference to the ADG
Comment:								<b>Mark/ 20</b>



NAME: \_\_\_\_\_

Teacher marking guide:

Adult FEMALE	Adult MALE	Adolescent son	8 Year old daughter
<p>Each day must have;</p> <p>5 serves of vegetables/legumes</p> <p>2 serves of fruit</p> <p>6 serves of grain foods</p> <p>2.5 serves lean meat/protein/ nuts and seeds</p> <p>2.5 serves of dairy and alternatives</p> <p>Plenty of water</p> <p><b>- Full time workers so must be packable</b></p> <p><b>- not very active, improvement to exercise</b></p>	<p>Each day must have;</p> <p>6 serves of vegetables/legumes</p> <p>2 serves of fruit</p> <p>6 serves of grain foods</p> <p>3 serves lean meat/protein/ nuts and seeds</p> <p>2.5 serves of dairy and alternatives</p> <p>Plenty of water</p> <p><b>- Full time workers so must be packable</b></p> <p><b>- not very active, improvement to exercise</b></p>	<p>Each day must have;</p> <p>5.5 serves of vegetables/legumes</p> <p>2 serves of fruit</p> <p>7 serves of grain foods</p> <p>2.5 serves lean meat/protein/ nuts and seeds</p> <p>3.5 serves of dairy and alternatives</p> <p>LOTS of water</p> <p><b>May go over in grain foods due to physical activity</b></p> <p><b>Refers to lunches that can be packed</b></p> <p>Lots of water due to physical activity</p>	<p>Each day must have;</p> <p>4.5 serves of vegetables/legumes</p> <p>1.5 serves of fruit</p> <p>4 serves of grain foods</p> <p>1.5 serves lean meat/protein/ nuts and seeds</p> <p>1.5 serves of dairy and alternatives</p> <p><b>Refers to lunches that can be packed and stay edible on late afternoons at after school care.</b></p>
<p><b>Lifestyle improvements:</b></p> <p>Exercise</p> <p>Teacher discretion</p>		<p><b>Lifestyle improvements:</b></p> <p>Drink plenty of water</p>	<p><b>Lifestyle improvements:</b></p>

**NAME:** \_\_\_\_\_

	Teacher discretion	Afterschool physical activity 1 more afternoon a week Teacher discretion
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The family is made up of two adults aged in their 40's who both work full time. The adolescent son is 14 years of age, attends the local high school within walking distance and is physically active 3 afternoons a week. The daughter, 8 years of age, travels via bus to school. She has swimming lessons one afternoon a week. On the afternoons where her brother has sport, she attends out of school hours care.

The food plan should aim to:

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**NAME:** \_\_\_\_\_

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