

ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION



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| Subject | PDHPE |
| Topic | You've Got to Nourish to Flourish |
| Class Teacher | |
| Head Teacher | Ms Dray |
| Date Given | Term 3, Week |
| Date Due | Term 3, Week 9, 2021 (at teacher's discretion) |

Healthy Food Habits

PART A – 3 Day Food Diary

Keep your own food diary for 3 days (during the school week) by writing down absolutely everything you eat and drink each day – make sure you don't leave anything out. **3 marks**

Using the information provided in the *Healthy Eating for Children* pamphlet (on your Google Classroom), answer the following questions (submit on a google doc in your Google Classroom)

1. Refer to the *Healthy Eating for Children* pamphlet. Outline what each of the 5 guidelines means. **3 marks**
2. Identify the target audience for this information pamphlet. Justify your response. **5 marks**
3. Examine your 3-day food diary. Identify the areas where you have met the guidelines *and* areas that need improvement (include examples in your answer). **5 marks**
4. Describe 2 goals you could implement to improve your healthy eating habits *eg increase my water consumption* **2 marks**
5. Describe 2 strategies you could implement to achieve these goals. *eg take a drink bottle to school and fill it up at recess and lunch.* **2 marks**

PART B – In class evaluation

Using the information from the *Healthy Eating for Children* pamphlet and your knowledge of the five food groups and the Australian Dietary Guidelines, modify your original food diary to demonstrate how you can improve on each guideline and meet the recommended daily intake for each food group, based on your age and gender. **5 Marks**

Verb Bank

Identify – recognise and name

Outline – sketch in general terms

Describe – provide characteristics and features

Justify – support your argument

Submission

This task is to be submitted in your PD theory lesson (to be advised by your teacher)

It is to be uploaded and turned into Google Classroom.

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">• What positive actions contribute to the health, safety, wellbeing and | <ul style="list-style-type: none">• develop health literacy skills and promote health information that is aimed at assisting young people to address health issues |

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| <p>participation in physical activity levels of the wider community?</p> | <ul style="list-style-type: none"> • assess health products, information and advertising to expose myths and fallacies, eg understanding food labels, contraceptive products S |
| <ul style="list-style-type: none"> • How can I effectively manage my own and support others health, safety, wellbeing and participation in physical activity? | <ul style="list-style-type: none"> • plan and use health practices, behaviours and resources to enhance the health, safety, wellbeing and physical activity participation of their communities. • 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 |

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.

NOURISH TO FLOURISH MARKING CRITERIA

| PART A CRITERIA: | <u>1 MARKS</u> | <u>2 MARKS</u> | <u>3 MARKS</u> | <u>4 MARKS</u> | <u>5 MARKS</u> | <u>TOTAL</u> |
|--|---|--|---|---|--|---------------------|
| 3-day food diary 3 marks | Completes 1 whole day including food <i>and</i> drink | Completes 2 whole days including food <i>and</i> drink | Completes 3 whole days including food <i>and</i> drink | | | |
| Q1 <u>Outline</u> each of the 5 guidelines. 3 marks | Shows a basic knowledge of some of the guidelines. | Shows sound knowledge of most or all guidelines. Relevant examples included. | Exceptionally developed knowledge of all guidelines. A range of relevant examples included. | | | |
| Q2. <u>Identify</u> the target audience for this information pamphlet. <u>Justify</u> your response 5 marks | Identifies a target audience. Includes a limited argument to support their response. No examples are included. No reference to the AGTHE. | Identifies a target audience. Includes a basic argument to support their response. No examples included. No reference to the AGTHE. | Identifies a target audience. Includes a sound argument to support their response. Some relevant examples included which link to the AGTHE. | Identifies a target audience. Includes a highly developed argument to support their response. Some relevant examples included with references to the AGTHE | Identifies a target audience. Includes an exceptional argument to support their response. A range of relevant examples included with references to the AGTHE | |
| Q2 <u>Identify</u> the areas where you have met the guidelines <i>and</i> areas that need improvement (include examples in your answer). 5 marks | Identifies limited areas where guidelines have been met <i>or</i> areas that that need improvement. Answer shows limited understanding of the guidelines. Does not include relevant examples. | Identifies some areas where guidelines have been met <i>or</i> areas that that need improvement. Answer shows basic understanding of the guidelines. Does not include relevant examples. | Identifies some areas where guidelines have been met and some areas that that need improvement. Answer shows a sound understanding of the guidelines. Includes relevant examples. | Identifies multiple areas where guidelines have been met <i>and</i> areas that that need improvement. Answer shows highly developed understanding of the guidelines. Includes relevant examples with references to the AGTHE. | Identifies a variety of areas where guidelines have been met and areas that that need improvement. Answer shows exceptional understanding of the guidelines. Includes a range of relevant examples with references to the AGTHE. | |

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| Q3 <u>Describe</u> 2 goals you could implement to improve your healthy eating habits | Describes the characteristics and features of 1 goal | Describes the characteristics and features of 2 goals | | |
| Q4 <u>Describe</u> 2 strategies you could implement to achieve these goals | Describes 1 strategy that is relevant to the goal set in Q3 | Describes in detail 2 strategies that is relevant to the goal set in Q3. Examples included. | | |
| Comment | | | | |

| <u>PART B CRITERIA:</u> | <u>1 MARK</u> | <u>2 MARKS</u> | <u>3 MARKS</u> | <u>4 MARKS</u> | <u>5 MARKS</u> | <u>TOTAL</u> |
|----------------------------------|---|---|---|---|---|---------------------|
| Food Diary modifications. | Makes limited modifications to the food diary. Modifications show limited understanding of the AGTHE, five food groups and recommended daily intake for age and gender. | Makes basic modifications to the food diary. Modifications show basic understanding of the AGTHE, five food groups and recommended daily intake for age and gender. | Makes sound modifications to the food diary. Modifications show a sound understanding of the AGTHE, five food groups and recommended daily intake for age and gender. | Modifications to the food diary show a highly developed understanding of the AGTHE, five food groups and recommended daily intake for age and gender. | Modifications to the food diary show an exceptional understanding of the AGTHE, five food groups and recommended daily intake for age and gender. | |
| Comment | | | | | | |