Farm to feast 2 — action plan

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| Year 9 | Health & Physical Education (HPE) |
| Students formulate a plan of action to enable consumers to make healthy food choices and have better health outcomes from eating. |
| Context for assessmentPoor food choices and eating behaviours are often regarded as the cause of disease and illness. People are often encouraged to make healthier food choices in order to increase the likelihood of good health. But is it that simple?This is the second of three “Farm to feast" packages. The other packages are:Farm to feast 1 — investigationFarm to feast 3 — media report. |

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

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| HPE Essential Learnings by the end of Year 9 |
| Ways of working**Students are able to:*** research, analyse and evaluate data, information and evidence
* draw conclusions and make decisions to construct arguments
* propose, justify, implement and monitor plans or actions to achieve goals, address inequities and promote health and wellbeing, movement capacities and personal development.
 | Knowledge and understandingHealth**Health is multidimensional and dynamic, and influenced by actions and environments**.* The interaction between personal, social, cultural and environmental factors influences health behaviours, including nutrition and physical activity choices.
* Adolescents can meet their specific nutritional needs through eating foods that reflect the dietary guidelines.
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| Assessable elements* Investigating
* Planning
* Reflecting
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| Source: Queensland Studies Authority 2007, HPE Essential Learnings by the end of Year 9, QSA, Brisbane. |

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

* Investigate the social, cultural and environmental influences on food choices and eating behaviours.
* Revise genre and formatting for action plans.
* Discuss specific research for the assessment, such as narrowing the search field and finding relevant information.
* Research the Australian Guide to Healthy Eating and the Healthy Active Campaign to gather essential information.
* Analyse food labels and use information about essential nutrients and recommended daily intake (RDI).
* Examine the Ottawa Charter for Health Promotion to provide students with a basic understanding of the social view of health and the five areas for action in health promotion.

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| Icon_Resource | Teacher resources |

“Ottawa Charter for Health Promotion”, The World Health Organisation, accessed 16 June 2008, <www.who.int/hpr/NPH/docs/ottawa\_charter\_hp.pdf >.

“Food label fact sheet”, Australian Nutrition Foundation, accessed 16 June 2008, <www.nutritionaustralia.org>.

## 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.

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| **Suggested time** | **Student activity** | **Teacher role** |
| **Section 1. Action plan** |
| 90 minutes to investigate30 minutes to review | In small groups, investigate or review personal, social, cultural and environmental influences on food choices and eating behaviours. | Facilitate group discussion. Prompt for examining less obvious influences such as the economics of supply and demand.  |
| 30 minutes | Write up the action plan using the flow chart provided and the information from your research. | Support student work. |
| **Section 2. Reflection** |
| 30 minutes | Complete reflection. | Facilitate. Students could complete the reflection as an oral presentation.Provide feedback. |

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).

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

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.

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