

| Concept | Duration |
|--|---------------------|
| Health and Wellbeing (Our lifestyle and keeping fit) | 10 weeks (20 hours) |

Unit overview

Students with prior learning and/or experience

Students explore the concepts of Health and Wellbeing, developing their ability to exchange opinions and ideas through a variety of texts and interactions with peers. Students work towards planning a schedule of events for the school promoting healthy eating and active lifestyles. Students compose a webpage/flyer advertising the exhibition and present it to the class.

Students with a background in [Language]

Students explore the concepts of Health and Wellbeing through a variety of texts that provide insights into intercultural understanding between Australia and [Country]. Students work towards planning a community event to promote healthy eating and active lifestyles. They write a webpage/flyer for the local [Language] community, urging them to be involved.

Learning intentions

By the end of this unit students will be able to:

- exchange information, ideas and opinions about physical and mental health and well being
- compose reflective and persuasive texts in [Language] relating to the concept of health and wellbeing for both informal and formal purposes and contexts
- participate in sustained interactions in informal and formal contexts, making appropriate adjustments to language use, gestures and behaviour
- understand their own individual situation as Australian youth and the opportunities for sustained health and wellbeing within the Australian lifestyle, whilst developing a deeper understanding of approaches to health and wellbeing in [Country].

Success criteria

Evidence of successful learning will include:

- discussing information and ideas and giving opinions about physical and mental health, good nutrition and strategies to promote self-care and well being
- using a range of linguistic patterns, structures and formats to compose informal and formal texts relating to the concept of health and wellbeing
- applying complex grammatical structures and appropriate writing conventions to convey and extend meaning in written and spoken texts e.g imperative, persuasive language, adverbs of frequency
- demonstrating an intercultural understanding of their own context within Australia and the way in which approaches to health and wellbeing is influenced by cultural beliefs and sociogeographical factors.

| Outcomes (Unit Focus Outcomes in Bold) | Resources |
|---|--|
| <p>LXX5-1C manipulates [Language] in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate</p> <p>LXX5-2C identifies main ideas in, and obtains information from texts</p> <p>LXX5-3C organises and responds to information and ideas in texts for different audiences</p> <p>LXX-4C experiments with linguistic patterns and structures to compose texts in [Language], using a range of formats for a variety of contexts, purposes and audiences</p> <p>LXX5-5U demonstrates how [Language] pronunciation and intonation are used to convey meaning</p> <p>LXX5-6U demonstrates understanding of how [Language] writing conventions are used to convey meaning</p> <p>LXX5-7U analyses the function of complex [Language] grammatical structures to extend meaning</p> <p>LXX5-8U analyses linguistic, structural and cultural features in a range of texts</p> <p>LXX5-9U explains and reflects on the interrelationship between language, culture and identity</p> | <p>YouTube clips, documentaries, visual resources related to the concept of health and wellbeing</p> <p>Websites, research articles and informative texts relating to health and wellbeing, both authentic and constructed for learning</p> <p>Worksheets, exercises and quizzes</p> <p>Flashcards, pictures and posters</p> <p>Examples of infographics and promotional material in English or [Language]</p> |

| Syllabus Content | Teaching, learning and assessment <i>Students with Prior Learning and/or experience</i> |
|---|--|
| <p>Content for students with prior learning and/or experience</p> <ul style="list-style-type: none"> initiate and sustain interactions with peers and known adults to share information, feelings, opinions, ideas and points of view (LXX5-1C) obtain, interpret and evaluate information, ideas and opinions from a range of texts (LXX5-2C) create a range of bilingual texts using different formats for a variety of contexts, purposes and audiences (LXX5-4C) apply intonation and phrasing patterns in both formal and informal speech (LXX5-5U) | <p>Introduction</p> <ul style="list-style-type: none"> Students view/read an introductory text (article/video) on the importance of exercise, nutrition, health and well-being for young people or all members of society. Students identify main ideas and specific information in comprehension style questions and language activities. Teacher provides vocabulary, grammar and sentence structures relevant to the concept of Health and Wellbeing in [Language]. Students to write down the English translation for as many words as they know. Students write a score for the amount of words they had previous knowledge of e.g 11/20 Suggested words for the vocabulary list; sports and physical activities, food, food groups and nutrition, recreation, self-care, mental health role-modeling, relaxing, idiomatic expressions in [language] e.g 'taking a break', 'escaping it all', 'get some sun/fresh air', verbs e.g to run, to walk, to maintain, to be active etc. Students practise and consolidate new vocabulary using correct pronunciation, rhythm and intonation and build knowledge of new vocabulary using flashcards, quizlet, Kahoot Teacher and students discuss in [Language] and create a mind map noting their initial thoughts and opinions as the basis for why health and wellbeing are important. |
| <ul style="list-style-type: none"> understand the relationship between context, purpose, audience, linguistic features and cultural elements in different types of personal, reflective, informative and persuasive texts LXX5-8U (or 7U) analyse the reciprocal relationship between language, culture and communication, and how this relationship reflects values, attitudes and beliefs LXX5-9U (or 8U) create a range of bilingual texts using different formats for a variety of contexts, purposes and audiences (LXX5-4C) | <p>Food and Nutrition</p> <ul style="list-style-type: none"> Students read a text/website/videoclip in [Language] that discusses the food pyramid/food circle and recommended diet in [Country] Students identify main ideas and specific information in comprehension style questions and language activities. Teacher lead discussion of the structure and features of the text, including sequencing of ideas, language use, e.g. past tense, in a recount, aspects of culture that are reflected in the text, language features that are used for effect. Teacher revises vocabulary and structures to be used in keeping a food diary over the course of the 1st week of the unit. E.g 'This morning, for breakfast, I ate 2 slices of toast'. Students are to record their 3 main meals a day in [Language]. Students apply knowledge of new vocabulary and grammatical structures and use model texts to sequence and organise information for their own article with the title 'Healthy eating at school'. In pairs, students are to research/brainstorm ideas for healthy snacking at school in [Language] and compose an advisory article for students in their school in both [language] and English highlighting easy and healthy lunch options to encourage students to eat well with convenience |

| Syllabus Content | Teaching, learning and assessment <i>Students with Prior Learning and/or experience</i> |
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| <ul style="list-style-type: none"> understand how sophistication in expression can be achieved by the use of a variety of verb and adjective conjugations, and other complex grammatical structures (LXX5U) (LXX5-7U) (or 6U) extend understanding to more advanced spelling rules (LXX5-6U) (or 7U) understand the rules of writing conventions and apply these to their own constructions (LXX5-6U) (or 7U) create a range of bilingual texts using different formats for a variety of contexts, purposes and audiences (LXX5-4C) | <p>Imperative Verb + Adverbs of Frequency</p> <ul style="list-style-type: none"> Students to revise their understanding and use of the imperative verb through language activities provided by teacher. Teacher to introduce the concept of persuasive language and provide a model of a text in [Language] that provides a variety of examples e.g. adjectives, imagery, tone, metaphors/similes, humour and inclusive language. Students to identify examples of persuasive language within the text by underlining/highlighting. Teacher to introduce/revise student understanding and use of the imperative verb through language activities provided by teacher. Students conjugate verbs related to health and wellbeing from the infinitive to the imperative and use the imperative in sentences. E.g. <i>eat 3 serving of vegetables, Go for a walk, try to be active etc</i> Teacher revises adverbs of definite frequency in [Language] e.g. <i>every day, hourly, weekly etc</i> and indefinite frequency e.g. <i>often, always, usually, rarely etc</i>. Students complete supporting activities on worksheets Students to compose an infographic promotional placemat on an A4 page to be given to junior high school students advising them on good nutrition and the benefits of this. Students are to feature at least 3 examples of the imperative and of adverbs of frequency in their placemats. E.g. <i>eat vegetables daily, exercise weekly etc</i>. |
| <ul style="list-style-type: none"> compose a range of informative and imaginative texts using different formats to express ideas, attitudes and values (LXX5-4C) analyse and explain how and why language use varies according to social and cultural contexts, relationships and purposes (LXX5-9U) (or 8U) obtain, interpret and evaluate information, ideas and opinions from a range of texts (LXX5-2C) | <p>Wellbeing + Mental Health</p> <ul style="list-style-type: none"> Students read/listen text in [Language] that discusses mental health and well-being for teenagers and students in [Country]. Students identify main ideas and specific information in comprehension style questions and language activities. Students to design and complete a survey of their peers, recording the strategies they practise they to maintain their wellbeing e.g. sport, listen to music, walk the dog, practise yoga. Teacher to scaffold sentence structures to assist students to ask questions and respond accurately. Students model the text they previously read/listened to and write a brief text of 100 words as a class on the board expressing approaches to wellbeing in Australia. Students collate this information from survey and discuss how attitudes to mental health and wellbeing are different and similar in Australia and in [Country]. Students write a speech in [Language] to be delivered at a school assembly or year assembly advising their peers on how they can maintain their mental health and well-being during assessment and examination periods and the importance of this. (150 – 200 words) |

| Syllabus Content | Teaching, learning and assessment <i>Students with Prior Learning and/or experience</i> |
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| <ul style="list-style-type: none"> initiate and sustain interactions with peers and adults to share information, feelings, opinions, ideas and points of view (LXX5-1C) respond in English or [Language] to information, ideas and opinions, using different formats for specific contexts, purposes and audiences (LXX5-2C) obtain, interpret and evaluate information, ideas and opinions from a range of texts (LXX5-3C) compose a range of informative and imaginative texts using different formats to express ideas, attitudes and values (LXX5-4C) | <p>Sports and Outdoor Activities</p> <ul style="list-style-type: none"> Students read/listen to a text in [Language] that discusses the importance of physical activity and sports on physical and mental health. Students identify main ideas and specific information in comprehension style questions and language activities, deconstructing and analysing the use of language in the text. Teacher leads class discussion/ socratic circle on different cultural attitudes towards sport in Australia and in [Country] and look closely at how sociogeographical factors are responsible for this. E.g <i>Australia has excellent weather and wide open spaces, children are encourage to play sport from young and is a large part of the school system...</i> In groups of 2 – 3 students are to write a 'skit' of 2-3 minutes highlighting the different attitudes towards sports and outdoor activities from the 2 countries. Students perform their skit to the class. Students compose an email to a friend/relative from [Country] recounting a new sport/physical activity they tried, how successful they were and how it made them feel (150-200 words). |
| <ul style="list-style-type: none"> participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems (LXX5-1C) analyse the reciprocal relationship between language, culture and communication, and how this relationship reflects values, attitudes and beliefs (LXX5-9U) (or 8U) create a range of bilingual texts using different formats for a variety of contexts, purposes and audiences (LXX-4C) | <p>Concluding Activities</p> <ul style="list-style-type: none"> Students in pairs plan a schedule of events to promote healthy eating and active lifestyles, consolidating their knowledge from the entire unit. For example, <i>students research the initiative R U OK? Day. Students plan a school event surrounding the initiative and students individually produce producing a poster in both [Language] k and English, encouraging students to participate.</i> Students to provide details about the community event and how it promotes healthy eating and lifestyles in [Language] Students write a webpage/flyer for the local [Language] community, urging them to be involved. Students write the text in both English and [Language]. Students are to present to the class and to justify their language choices. |

| Syllabus Content | Teaching, learning and assessment Students with a background in [Language] |
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| <p>Content for students with a background in [Language]</p> <ul style="list-style-type: none"> access a variety of informative and imaginative texts to identify and analyse in written and spoken forms textual elements such as viewpoints, themes, stylistic devices, influences and values (LXX5-2C) initiate and sustain interactions with others to discuss ideas and points of view (LXX5-1C) | <p>Introduction</p> <ul style="list-style-type: none"> Students view/read an introductory text (article/video) on the importance of self-care, health and well-being for young people as well as other members of society. With teacher guidance, students research in [Language] using the internet students find 2 articles/websites/authentic texts on health and wellbeing. Students summarise the ideas from their own texts into 5 dot points in full sentences. Students share their 5 dot points with the class. Teacher and students discuss in [Language] and create a mind map noting their initial thoughts and opinions as the basis for why healthy and wellbeing are important. Teacher provides vocabulary list of words in [Language]. Students to write down the English translation for as many words as they know. Students write a score for the amount of words they had previous knowledge of e.g 11/20 Suggested words for the vocabulary list; sports and physical activities, food, food groups and nutrition , recreation, self-care, mental health role-modeling, relaxing, idiomatic expressions in [language] e.g 'taking a break', 'escaping it all', verbs e.g to run, to walk, to maintain, to be active etc. |
| <ul style="list-style-type: none"> access a variety of informative and imaginative texts to identify and analyse in written and spoken forms textual elements such as viewpoints, themes, stylistic devices, influences and values (LXX5-2C) respond in [Language] to information, ideas and opinions on a range of issues from different perspectives, using a variety of formats for specific contexts, purposes and audiences (LXX5-3C) | <p>Food and Nutrition</p> <ul style="list-style-type: none"> Students read authentic text in [Language] that discusses the food pyramid/food circle and general advice on good nutrition. Students identify main ideas and specific information in comprehension style questions and language activities. In pairs, students compare food pyramid/food circle of [Country] with food pyramid and national healthy guidelines with Australia. Students to note the similarities and differences in a table and discuss why there may be differences e.g geographical location, climate, cultural beliefs etc. Students create a 'Health and Wellbeing Blog' in which they are expected to write 5 blog entries over the course of the unit. Students are to write their first reflective blog piece of 150 words consolidating their understanding of good nutrition and assessing their own practices of good nutrition in their daily life. |

| Syllabus Content | Teaching, learning and assessment Students with a background in [Language] |
|---|---|
| <ul style="list-style-type: none"> understand the rules of writing conventions and apply these to their own constructions (LXX5-6U) compose a range of informative and imaginative texts, using a variety of formats for different contexts, purposes and audiences, and experimenting with genre, textual features and stylistic devices (LXX5-4C) understand and apply complex grammatical structures to enhance communication and achieve particular effects, (LXX5 – 7U) (or 6U) | <p>Imperative Verb + Persuasive Language</p> <ul style="list-style-type: none"> Students to revise their understanding and use of the imperative verb through language activities provided by teacher. Teacher to introduce the concept of persuasive language and provide a model of a text in [Language] that provides a variety of examples e.g. adjectives, imagery, tone, metaphors/similes, humour and inclusive language etc. Students to identify examples of persuasive language within the text by underlining/highlighting. Teacher provides a variety of persuasive language activities for students to complete Students to compose an infographic promotional placemat on an A4 page to be given to junior high school students advising them on good nutrition and the benefits of this. Students are to feature at least 3 examples of persuasive language and 3 examples of the imperative in their placemats. |
| <ul style="list-style-type: none"> create a range of bilingual texts using different formats for a variety of contexts, purposes and audiences (LXX5- 4C) participate in a range of collaborative tasks, activities and experiences that involve planning, negotiation and debate (LXX5-1C) initiate and sustain interactions with others to discuss ideas and points of view (LXX5-1C) participate in a range of collaborative tasks, activities and experiences that involve planning, negotiation and debate (LXX5-1C) | <p>Wellbeing + Mental Health</p> <ul style="list-style-type: none"> Teacher to provide students with 3 proverbs, sayings about health and well-being. For example, <ul style="list-style-type: none"> “Let food be thy medicine and medicine be thy food.” Hippocrates “When the heart is at ease, the body is healthy.” Chinese proverb “A good laugh and a long sleep are the best cures in the doctor’s.” Irish proverb “Our bodies are our gardens – our wills are our gardeners.” William Shakespeare Students participate in a socratic circle class discussion in [Language] expressing their opinions around each proverb and the importance of mental health and wellbeing Students read authentic text in [Language] that discusses mental health and well-being for teenagers and students. Students identify main ideas and specific information in comprehension style questions and language activities. Students to design and complete a survey of their peers, recording the activities they participate in to maintain their wellbeing. Students write a speech in [Language] to be delivered at a school assembly or year assembly advising their peers on how they can maintain their mental health and well-being during assessment and examination periods and the importance of this. (150 – 200 words) Students to consolidate their understanding and write a reflective piece of 150 words in [Language] in their Health + Wellbeing Blog sharing their impressions and insights of how to maintain wellbeing |

| Syllabus Content | Teaching, learning and assessment Students with a background in [Language] |
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| <ul style="list-style-type: none"> initiate and sustain interactions with others to discuss ideas and points of view (LXX5-1C) access a variety of informative and imaginative texts to identify and analyse in written and spoken forms textual elements such as viewpoints, themes, stylistic devices, influences and values, (LXX5-2C) (LXX5-3C) respond in [Language] to information, ideas and opinions on a range of issues from different perspectives, using a variety of formats for specific contexts, purposes and audiences (LXX5-2C) (LXX5-3C) | <p>Sports and Outdoor Activities</p> <ul style="list-style-type: none"> Students read/listen to authentic text in [Language] that discusses the importance of physical activity on physical and mental health. Students identify main ideas and specific information in comprehension style questions and language activities, deconstructing and analysing the use of language in the text. Students to research culture of sport and outdoor activity in [Country] under teacher guidance. Students to collate 2 articles or videos of their own choice that reveal ideas about sport and outdoor activity in [Country]. Students to present their 2 texts to the class in a 3 slide PowerPoint Presentation summarising each article/video and highlighting what it reveals about physical activity in country. Students to discuss and draw conclusions about sociogeographical reasons and compare to sport and physical activity in Australia. Students to entre a blog post in their Healthy + Wellbeing Blog of 150 words collating their impressions of their own active lifestyle in comparison to the active lifestyle of [Country]. Students compose an email to a friend/relative from [Country] persuading them to come to Australia and participate in a sport/physical activity of the student's choice. Students are expected to highlight the benefits physical activity and sport has on a person and include 3 features of persuasive language (150-200 words) |
| <ul style="list-style-type: none"> discuss how meanings vary according to cultural assumptions that [Language] and English speakers bring to interactions, and how mutual understanding can be achieved (LXX5-9U) (or 8U) understand how sophistication in expression can be achieved by the use of a variety of verb and adjective conjugations, and other complex grammatical structures (LXX5-7U) create a range of bilingual texts using different formats for a variety of contexts, purposes and audiences (LXX5-4C) participate in a range of collaborative tasks, activities and experiences that involve planning, negotiation and debate (LXX5-1C) | <p>Concluding Activities</p> <ul style="list-style-type: none"> Students in pairs plan a community event to promote healthy eating and active lifestyles, consolidating their knowledge from the entire unit. For example, students research the initiative R U OK day? Students plan a school event surrounding the initiative and students individually produce producing a poster in both [Language] k and English, encouraging students to participate. Students to provide details about the community event and how it promotes healthy eating and lifestyles in [Language] Students write a webpage/flyer for the local [Language] community, urging them to be involved. Students write the text in both English and [Language]. Students are to present to the class and to justify their language choices. |

Assessment / Feedback overview

Formative Assessment

A range of formative assessment strategies are used, such as interacting in role plays or class discussions, participating in class activities, multiple choice or true/false questions, pen and paper and/or electronic tasks, research tasks, group activities and presentations, classifying/recording/sharing ideas and information, recalling ideas and information, participating in and responding to self/peer/teacher assessment, resubmitting a task after receiving feedback, recording reflections on learning using diaries, designing bilingual tasks

Summative Assessment

Outcomes assessed: LAR5-1C, LAR5-5U, LAR5-9U (Interacting)

Students with prior learning and/or experience

[...]

Students with a background in [Language]

[...]

Feedback to be provided

Teacher feedback – written, oral and observation

Student self-assessment

Peer assessment and feedback

Evaluation

Date commenced unit:

Date completed unit:

After you have taught the unit of work, record in this section your evaluation of the unit and any variations you implemented or would choose to implement the next time you teach the unit. The evaluation process should include feedback from students, and will inform the next steps in student learning.

| How did the unit 'rate' in these areas? | 😊 | 😐 | ☹️ | Comments/variations |
|---|---|---|----|---------------------|
| • Time allocated on topic | | | | |
| • Student understanding of content | | | | |
| • Opportunities for student reflection on learning | | | | |
| • Suitability of resources | | | | |
| • Variety of teaching strategies | | | | |
| • Integration of Quality Teaching strategies | | | | |
| • Integration of information and communication technology (ICT) | | | | |
| • Literacy and numeracy strategies used | | | | |
| • Learning across the curriculum content incorporated | | | | |
| • Effectiveness of assessment strategies | | | | |

Teacher's signature:

Date:

Curriculum Coordinator's signature:

Date:

Supervisor's signature:

Date: