

EDET101 - AT.2 Learning Sequence Plan –S.2- 2024

Situational Analysis - Learners Content		
Education sector: Secondary - Non-government → Sydney Catholic Schools		Location: St Ursula's College, Kingsgrove
Size: school - 1116 students Class - 24 Teaching staff - 88 Non teaching staff - 27		Demographics: <ul style="list-style-type: none">- ICSEA value = 1088- 1116 girls (single sex school)- 83% language background other than English- 1% Indigenous
Student characteristics in this class: <p>The students in this class are generally quite well behaved. Sophie is an EAL/D student who is able to do most of the work that the rest of the class does but requires more simplified instructions and visual aids for difficult concepts. Marissa is a gifted student who excels in the subject and always finishes her work before everyone else. She requires additional work to keep her stimulated and ensure she has something to do for the duration of the lesson.</p>		
Year/age Level: 10	Focus of learning sequence - Key Learning Area: <i>Food selection and health</i>	Expected duration: 10 weeks

Situational Analysis - Learners Content

Rationale

Your rationale with reference to a situational analysis of the learning context and learner characteristics

- Justify the focus with relation to the situational analysis and the scope and sequence.

The focus of the learning sequence allows students to analyse food choices through understanding the role they play in digestion and metabolism and evaluate their nutritional content. Students will be able to understand and explain how nutrients promote different functions within the body and their influence on health.

- Identify how the learning sequence and key focus/task are relevant to the learning outcomes as identified in the Scope and Sequence.

The learning sequence relates directly to the learning outcomes FT5-1 as students demonstrate hygienic handling of food during their practical lessons.

Outcome FT5-6 is explored throughout the entirety of the lesson sequence and is demonstrated in both theory and practical lessons. FT5-8 demonstrates students' abilities to use information from a variety of sources which is evident through various lessons and they use media and appropriate terminology to communicate ideas (FT5-9). Through the planning and preparation of food for a specific group, students are meeting outcome FT5-10.

- Explain how the learning content and learning experiences have been designed with the characteristics and interests of the class / learners.

The learning content and experiences have been designed to employ both theory and practical lessons to align with the characteristics and interests of the class. Sophie is provided with simplified work to assist her process of understanding knowledge with visual aids to further enhance concepts. Marissa is provided with additional or more complex work to extend her knowledge and continue supporting her learning.

- Make connections with student prior knowledge relevant to the curriculum concepts of this learning sequence.

Students have taken part in many practical lessons throughout year 9 and year 10, developing their practical skills in the kitchen. These experiences have also allowed students to develop their creativity when designing meals to prepare as they have implemented different techniques in the past and are interested in experimenting more. Students can link knowledge learnt from the unit 'Food in Australia', where they learnt about past and present techniques and ingredients used as well as influences on food selection.

Curriculum Links

Situational Analysis - Learners Content

Year/Age Level description: Year 10 Food Technology Elective

Achievement Standard:

- Understand the impact of food on society, of food properties, preparation and processing and the correlation of nutrition and health to make informed decisions
- Develop the ability to design, manage and implement solutions for specific food related purposes
- Select and apply appropriate terminology, resources and media to communicate ideas effectively
- Demonstrate practical skills in preparing food in a safe and hygienic matter

Content Descriptors:

**ACTDEK040, ACTDEK045,
ACTDEK047, ACTDEK048,
ACTDEK049, ACTDEP050**

Learning Objectives

Learning Intentions:

- To outline the functions of food in the body, including functions and sources of nutrients
- Design, plan and prepare meals to meet nutritional requirements whilst demonstrating safe and hygienic practices
- Describe food consumption patterns and outline the conditions associated with over and undernutrition

Success criteria:

- Students will be able to describe the functions of food in the body and identify sources of the 6 key nutrients
- Students will develop their critical and creative thinking skills to prepare meals for specific groups

Cross-Curriculum Priorities & General Capabilities

Situational Analysis - Learners Content

Cross-Curriculum Priorities:



Aboriginal and Torres Strait
Islander histories and
cultures



Asia and Australia's
engagement with Asia



Sustainability

Aboriginal and Torres Strait Islander histories and cultures



General Capabilities:



Literacy



Numeracy



Digital Literacies



Critical and Creative
Thinking



Personal and Social
Capability



Ethical Understanding



Intercultural
Understanding



Literacy



Numeracy



Digital Literacies



Critical and Creative
Thinking

Differentiation Strategies

Situational Analysis - Learners Content

How content, strategies + resources will be adapted/adjusted for “Challenge” and “Modification”, and for specific learners’ needs.

How will you ensure that all children can engage with and learn through their participation in the learning sequence? Support with academic references.

Throughout Learning Sequence – Highlight Differentiation Strategies in Blue

Differentiation refers to the adjustments that teachers make in order to meet every learners’ needs. Differentiation can occur through a range of both instructional and management strategies (NSW Education, n.d.). It occurs when adjustments are made to either the content being taught, the process used to learn or the outcome expected from students, ensuring that all learners can receive the instructions they need to succeed (Victorian Government, 2023).

Assessment

Assessment: Description of assessment/s including evidence and data to be gathered

Throughout Learning Sequence – Highlight Assessment Strategies in yellow.

Assessment is a critical component of the teaching and learning cycle, enabling teachers to collate evidence and make professional judgements about student achievement (NSW Education, 2024).

Assessment for:

involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

- *What evidence of students knowledge required to teach content*

When assessment will occur

- Brainstorm at the beginning of lesson 1 to determine students’ prior knowledge
- Teacher questioning students to determine their understanding and provide feedback
- Kahoot to revise

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Assessment as:

occurs when students are their own assessors. Students monitor their own learning, ask questions, and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

- *Monitoring students progress*
- *formative*

- Applying their knowledge to develop suitable recipes and meal plans to meet specific nutritional requirements

Assessment of:

assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching work or at the end of a unit.

- *Assessment at end of unit to assess and give a grade*
- *Use 5 e model*

Doesn't need to be in the 8 lessons – can be after eg, week 9-10

STAGES OF TEACHING AND LEARNING - (Lesson Planning)


Stages of teaching
sequence

Learning intentions
& Success Criteria

Key teaching strategies and learning experiences,
including opportunities for feedback for each stage

ICT's/Resources

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<p>Engage elicit students' prior knowledge, stimulate interest, and gather diagnostic data to inform teaching and learning.</p>	<p>LI: To investigate the role of food in the body</p> <p>SC: Students will be able to identify and describe the 3 main roles of food in the body</p> 	<p>Lesson one:</p> <ul style="list-style-type: none"> - Teacher to draw a brainstorm on the board and students to contribute their ideas about what they believe the functions of food in the body are - Teacher to present slideshow and pick different students to read out slides - Students to write down key points into their workbooks - Teacher ask students questions to test their understanding and answer any questions students may have to further elaborate on points - Students to complete textbook review questions 1-5 (posted on google classroom) in their workbooks to consolidate their learning throughout the lesson <p>Extension task for Marissa and any other students who finish the required work early → plan a multimedia presentation of approximately 2 minutes that informs young people about the 3 functions of food. Use photos and/or diagrams to support your research</p>	<ul style="list-style-type: none"> - Whiteboard - Projector - Slideshow - Student workbooks - Pens - Laptops - Google classroom - Laptops
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Situational Analysis - Learners Content

Explore carry out hands-on investigations in which they can explore the concept or skill.

Li: To investigate the process of digestion in the body

SC: Students will be able to identify the various sections of the digestive system and how nutrients are absorbed in the body





Lesson 2:

- Students to take notes on the first 3 slides of presentation - process of digestion, types of digestion and the absorption of nutrients
- Students to complete activity 1 in their handout - students are to individually match the component of the gastrointestinal tract to its function. Descriptions are provided on the worksheet already, students just need to rearrange the order of components to its relative function
- After students have completed it on their own, teacher to read out functions to the class and ask students which component it matches up to. T to provide correct answers and give feedback/further explanation to ensure students have the correct understanding
- Teacher to read through the next 2 slides whilst class writes notes - metabolism and components of metabolism
- Students complete activity 2 in their booklets by using the information on the board on the next slide to fill in their tables about types of metabolic rates
- Class to go through factors affecting metabolism table on the last page of the handout and read through them as a class. Teacher to answer questions students may have.

Adjustment EAL/D student Sophie → Sophie is provided with a diagram of the digestive system and is required to label each part using the provided word bank. The rest of the class is

- Projector
- Slideshow
- Handout
- Workbooks
- Pen

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	<p>LI: to investigate the role of nutrients in the diet</p> <p>SC: Students will be able to suggest the importance of nutrients in the diet, explaining their function for health benefits</p>  	<p>given a diagram of the digestive system from the textbook, containing descriptions of the main sections.</p> <p>Lesson 3:</p> <ul style="list-style-type: none"> - Teacher to print out 2 sets of each of the nutrient cards from the Whole Foods textbook and remove the food sources from one set and the function sources from the second set (the nutrition cards are diagrams that contain the name of the nutrient, a list of its functions and a list of food sources) - Students will each receive the first set of cards without the food sources and will be required to research online at least 5 sources and add them to their nutrition cards - Students will then hand in their first set of cards to the teacher and receive the second set without the functions listed. Students will recall the functions from the previous set of cards. After 10 minutes, they may use their laptops if they cannot recall the functions - Students will form pairs and the whole class will do a Kahoot Quiz to revise their knowledge - This activity is set out clearly as flowcharts and has visuals to assist Sophie's understanding 	<ul style="list-style-type: none"> - 24x sets of nutrition cards without food sources - 24x sets of nutrition cards without functions - Pen - Laptops - Projector
<p>Explain continue to develop knowledge of concepts and demonstrate their developing understanding.</p>	<p>LI: to learn about the nutritional requirements for various life cycle stages</p> <p>SC: students will be able to identify and</p>	<p>Lesson 4</p> <ul style="list-style-type: none"> - Teacher to split class into 6 groups. Allocate each group 1 stage of the life cycle: <ul style="list-style-type: none"> - Pregnancy/lactation - Infancy - Childhood 	<ul style="list-style-type: none"> - laptops

Situational Analysis - Learners Content

describe the nutritional requirements for individuals of varying stages of the life cycle



- Adolescence
- Adulthood
- Elderly

- Students are required to research specific requirements for their stage and make a 2 page poster online. Including:
 - Changes
 - Tips/advice
 - Food sources

- Teacher to walk around during this time to ensure students are on the right track and answer questions and help if needed.

- In their groups, students will research and plan a meal for their designated stage of the life cycle that they will cook for the next lesson. The meal must be cooked in 40 minutes as students will then explain their posters to the rest of the class.



- Marissa and early finishers can complete the unit review questions 1-4 in their workbooks

Lesson 5:


- Students will use safe handling and preparation techniques to prepare their designed meal for their researched stage of the life cycle. They will have 40 minutes to cook their meal and clean up their bay, they should also be cleaning as they go
- Teacher to assist Sophie in reading the recipe if required
- Students will bring their meal back to their desks and sit in their groups. Each group will present their meal to the class along with the poster they created in the

- Student recipes
- Kitchen utensils and equipment
- PPE - apron, leather enclosed shoes, container
- Posters

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		<p>prior lesson. They will explain the life cycle stage and teacher will question how the prepared meal meets their nutritional requirements.</p> <ul style="list-style-type: none"> - Teacher will post all posters on google classroom for students' future revision 	
<p>Elaborate apply what they have learned to new situations and develop a deeper understanding of the concept.</p>	<p>LI: to learn about the impact of food consumption patterns on nutrition</p> <p>SC: Students will be able to identify and describe illnesses associated with over and under nutrition, including causes, symptoms, treatments, etc.</p> 	<p>Lesson 6:</p> <ul style="list-style-type: none"> - Begin the lesson by brainstorming the 6 key nutrients with the class to recall their knowledge. Ask students for examples of each - Teacher will read out the slides whilst class takes notes on food consumption patterns in Australia and their impact on health - *visual explanation which is particularly useful for Sophie* Show video to the class that explains the reasons for dietary changes over time and their impact on health. After the video is finished, teacher will ask students questions about it to ensure they were listening and question their knowledge - Students to copy the definitions of malnutrition, overnutrition and undernutrition from slide 7 into their books. Students will also draw the nutritional issues diagram on slide 8 in their books - As a class, teacher will read through article from the Australian Indigenous Health Bulletin about the reasons for Indigenous malnutrition - Students will use their laptops and access the doc on google classroom to research the causes and symptoms of one diet related disease. - Marissa and any other early finishers will research an additional diet related disease from the list if they finish early. 	<ul style="list-style-type: none"> - Whiteboard - Slideshow - Projector - Workbooks - Pen - Laptops

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<p>Evaluate an opportunity for students to review and reflect on their own learning, and on their new understanding and skills.</p>	<p>LI: to learn about the impact of food consumption patterns on nutrition</p> <p>SC: Students will be able to identify and describe illnesses associated with over and under nutrition, including causes, symptoms, treatments, etc.</p> 	<p>Lesson 7:</p> <ul style="list-style-type: none"> - Students will use their knowledge of content from the previous lesson and apply it in a new context. - Students will work in groups of 4 and select a diet related disease. They will be required to prepare a meal plan for a week to support a person living with a certain diet related disease. The meal plan must include; breakfast, lunch, dinner and snacks. - Students are able to research online to gather ideas and look at existing recipes. - For each meal, students must include the required ingredients and amounts of each - Sophie can choose to work in a group or she can work individually and do a meal plan for just one day rather than a week. She can use photos to support her understanding. 	<ul style="list-style-type: none"> - laptops

