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Planning to teach
PDHPE in Year 7
for students who need additional support in literacy

SESSION 8

Introduction

This supplement is part of Session 8 from the document *A guide for school literacy support teams*. The document provides activities for school literacy support teams to facilitate the training and development of teachers in all KLAs as they assist students who need additional support in literacy.

The supplements provide teaching plans for Year 7 within specific KLAs. The plans are designed for teachers to use as they work to assist students who need additional support in literacy, as identified in Session 1 of the document. They reflect the teaching and learning model and principles of assessment outlined in Session 2. The teaching activities in the plan follow the model of explicit teaching provided in Session 3, use the reading strategies outlined in Session 4 and the writing strategies outlined in Session 5. Students work in groups for many of the activities in these supplements, using the strategies described in Session 6. The plan builds on the opportunity to apply specific literacy strategies within KLAs provided in Session 7 and uses the programming pro forma outlined in Session 8.

This PDHPE supplement provides both a student journal and a plan for an information task on lifestyle diseases and will assist teachers to lead all students through the steps in the information process. For further details see *Information skills in the school*, 1989. The student journal and plan build on the understandings and activities in *Teaching literacy in PDHPE in Year 7*.

The sample units in *Teaching literacy in PDHPE in Year 7* are designed to support students' learning in Year 7 by developing their knowledge of PDHPE and skills in literacy. The materials demonstrate how teachers can integrate the systematic and explicit teaching of literacy into their content. A small number of students may require further assistance in literacy. The activities in this supplement are designed to assist teachers to better address the specific literacy needs of these students.

Head teachers could involve the school or district literacy support team or the support staff of the school in presenting these materials to faculty staff. Teachers should be familiar with *Teaching literacy in PDHPE in Year 7* before implementing the suggested plan for an information task on lifestyle diseases in this supplement.

Topic**Lifestyle diseases****Prior learning**

Content: acknowledged in step 2 of the information process.

Skills: This unit is designed for students who need additional support in this area. Teachers may consider a variety of approaches to assist these students.

- Place students in a group where other students can support them in their learning.
- Group students together so that the teacher or specialist staff (ESL teacher, STLD, AEA, teacher-librarian or itinerant teacher) can provide direct instruction and support to these students.
or
- Where the majority of students in the class need additional support in literacy, teachers may lead the class in the completion of these tasks rather than use group instruction.

Syllabus outcomes

The outcomes for this unit are from the *Personal Development, Health and Physical Education Years 7-10 Syllabus*.

Values and attitudes

a sense of responsibility for personal and community health

- value their health and that of others
- defend the need for making decisions that enhance health

Skills

communicating effectively with others

- share ideas, feelings and information with others

thinking critically about personal and community lifestyle issues

- explain key facts and opinions related to lifestyle issues
- describe cause and effect relationships

planning to influence personal development

- determine priorities for developing and maintaining healthy lifestyles

individual and shared problem-solving

- generate alternatives to particular problem situations

Knowledge and understandings

the physical, social and emotional changes that occur throughout life

- describe the causes and impact of illnesses and disease on body functioning

the role of individuals and communities in promoting health

- identify the risk factors associated with common lifestyle diseases
- outline community health services and their functions

Content strand 3**Growth and development**

Illness and disease influence, and could be influenced by, growth and development.

Definition of terms

- illness, disease/disorder
- communicable, chronic and degenerative disease

Causes of illness and disease

- lifestyle
- environment
- heredity
- poor personal health care

Chronic/degenerative diseases

- common chronic/degenerative diseases (e.g. heart disease, cancer, diabetes)
- lifestyle adjustments

*Effects of illness and disease on normal growth and development**Attitudes towards people suffering from illness or disease**Coping with disease (e.g. emotional complications, support networks)***Content strand 9****Promoting health**

Lifestyle diseases have well-recognised risk factors, many of which can be reduced.

*Types of diseases and disorders**Nature of the disease process (causation, spread)**Major lifestyle diseases*

- cardiovascular disease
- cancer (e.g. skin, lung, cervical)
- respiratory diseases (e.g. asthma)
- sexually transmitted diseases (including HIV/AIDS, hepatitis B)
- drug-related diseases (e.g. lung cancer, cirrhosis of the liver)
- type II diabetes

*Major lifestyle diseases affecting the teenage population**Factors contributing to disease processes*

- associated risk factors (hypertension, nutrition, obesity, smoking, stress, inactivity, exposure to environmental hazards)
- personal lifestyle practices (sexual practices, exercise programs, food choices, use of drugs, sun exposure)

Prevention and control

- prevention strategies
- treatment procedures
- role of medication and drug use
- alternative treatments (e.g. non-medicinal)
- support groups and peer influence
- health promotion, laws, education and incentives.

Assessment

The assessment strategy for this unit of work includes the production of a poster. This accounts for 15% of the yearly assessment.

At the completion of this task, can the students:

- use the information process to produce a poster?
- explain the nature and effects of one lifestyle disease?
- describe prevention, treatment and control of a lifestyle disease?
- identify and describe support groups available and health promotions which exist for a lifestyle disease?

Indicators**Marking grid**

Copies of the following grids need to be given to all students. The explanation in the grids establishes the expectation of student performance in achieving the outcomes. Teachers can photocopy the grids and highlight the relevant sections to provide feedback to students about their performance in these activities.

This grid refers to the completion of the students' journal and presentation of final poster.

Working towards outcomes	Working through outcomes	Working beyond outcomes
Students have difficulty in using the steps of the information process to define, locate, select, organise and present information from a variety of sources	Students succeed in using the steps of the information process to define, locate, select, organise and present information from a variety of sources	Students are proficient in using the steps of the information process to define, locate, select, organise and present information from a variety of sources
<ul style="list-style-type: none"> • has difficulty in defining relationships in topic; <i>Step 1: Defining</i>: mind map not completed (nil marks) • unable to locate information from a source; <i>Step 2: Locating</i>: nil rows of table completed (nil marks) • has difficulty in note-taking; <i>Step 3: Selecting</i>: appropriate notes are evident for less than 4 rows (1 mark) • unable to organise information; <i>Step 4: Organising</i>: no evidence of drafting (nil marks) • limited presentation skills; <i>Step 5: Presenting</i>: includes a heading or diagram on poster (1 or 2 marks) 	<ul style="list-style-type: none"> • succeeds in defining, however, does not clearly show links between concepts; <i>Step 1: Defining</i> (½ mark) • ability to locate information from a source; <i>Step 2: Locating</i>: 1 or 2 rows of table completed (1 mark) • evidence of ability to take notes; <i>Step 3: Selecting</i>: appropriate notes are evident for 5 to 10 rows (2 or 3 marks on assignment) • some evidence of ability to organise information; <i>Step 4: Organising</i>: draft copy but no editing evident (1 mark) • evidence of presentation skills; <i>Step 5: Presenting</i>: includes headings, illustrations and names of resources on poster (3 or 4 marks) 	<ul style="list-style-type: none"> • clearly defines and shows relationship between all concepts; <i>Step 1: Defining</i> (1 mark) • ability to locate information from a number of sources; <i>Step 2: Locating</i>: 3 rows of table completed (2 marks) • outstanding ability to take notes; <i>Step 3: Selecting</i>: appropriate notes are evident for 11 to 13 rows (4 to 6 marks) • ability to organise information; <i>Step 4: Organising</i>: draft showing edited suggestions (2 marks) • comprehensive range of presentation skills; <i>Step 5: Presenting</i>: includes headings, subheadings, captioned illustrations, and bibliography on poster (5 or 6 marks)

This grid refers to the completion of the students' poster.

Working towards outcomes	Working through outcomes	Working beyond outcomes
Students have difficulty in describing features of a lifestyle disease	Students succeed in describing features of a lifestyle disease	Students proficient in describing features of a lifestyle disease
Focus area A: limited knowledge of type of disease, single sentence comment only (1 mark)	Focus area A: knowledge of type of disease, defines using key words (2 marks)	Focus area A: comprehensive knowledge of type of disease, defines using key words and explains in comparison with other diseases (3 marks)
Focus area B: limited knowledge of cause and spread of disease, single sentence comment only (1 mark)	Focus area B: knowledge of cause and spread of disease, sentences comment on both cause and spread (2 or 3 marks)	Focus area B: comprehensive knowledge of cause and spread of disease, sentences comment on both cause and spread and compare with other diseases (4 marks)
Focus area C: limited identification of effects of disease, comments on single effect only (1 mark)	Focus area C: identification of effects of disease, comments on at least 3 effects (2 or 3 marks)	Focus area C: proficient in identifying effects of disease, comments on all key words, at least 2 illustrations of people affected with these signs and symptoms are included (4 marks)
Focus area D: limited identification of those affected by this disease, group identified only (1 mark)	Focus area D: identification of those affected by this disease, group identified and reasons given as to why groups are affected (2 marks)	Focus area D: proficient in identifying those affected by this disease, group identified and explanation is provided as to why groups are affected, statistics are provided for current Australian situation (3 marks)
Focus area E: limited knowledge of prevention, treatment and control of this disease, one key word only (1 mark)	Focus area E: knowledge of prevention, treatment and control of this disease, 2 to 4 key words (2 to 4 marks)	Focus area E: comprehensive knowledge of prevention, treatment and control of this disease, all key words are discussed (5 marks)
Focus area F: limited identification of support groups available and health promotions for this disease, single comment only (1 mark)	Focus area F: identification of support groups available and health promotions for this disease, comment describes the nature of either the support available or the health promotion (2 marks)	Focus area F: proficient in identifying support groups available and health promotions for this disease, comment describes the nature of both the support available and the health promotion e.g. advertising campaign, and includes details for contacting organisations (3 marks)

Teaching goals

In order for students to be able to successfully complete the activities in this unit the following learning needs to take place.

Learning about

- common lifestyle diseases.

Learning how to

- use information skills.

Note

These activities are designed to support teachers in the implementation of the journal provided in this supplement. The lessons should be implemented over a period of three to four weeks.

The teacher-librarian should be made aware of this task in advance. Teachers could ask the teacher-librarian to assist in this series of lessons. Book the library for the lessons that are indicated and place resources on closed reserve.

Teachers of PDHPE should be aware that similar tasks are also available in English, geography and history. Teachers could collaborate in using a similar approach to implementing the steps of the information process.

Lesson 1: Setting the context Classroom setting

- Explain that you will provide students with a journal that shows a series of steps that they can follow to help with their assignment. The journal will be examined over the next few lessons as part of the assessment process of this unit.
- Give a copy of the marking grids to students so that they will know what is expected of them. (*See indicators section of this supplement.*)
- Talk about the marking grid.

(10 minutes)

Modelling

- Remove the journal from this supplement and photocopy it for each student.
- Allow time for students to look through the pages.
- Briefly outline the steps of the process, moving from step 1 to step 6.

Note: It is not the intention that students will examine the steps of the process in detail at this point.

Follow the outline on page 1 of the journal.

1. Define what the assignment is about.
2. Locate information to use in the assignment.
3. Select information to use in the assignment. Take notes.
4. Organise the information. Complete a draft and have it edited.
5. Present information.
6. Assess what was learnt.

(15 minutes)

Setting the context

- Draw attention to the marking grid and the journal.
- Clarify expectations and show how they link together.

(10 minutes)**Lesson 2: Guiding
Classroom setting****Step 1: Defining**

- Find *Step 1: Defining* in the journal.
- Revise the marking grid in relation to this step.
- Explain the outline of this section. Talk aloud about the process of developing a mind map: starting with a main idea, moving to focus areas and then to key words.
- Discuss key words of the mind map. Some students may need teachers to provide some background information on these terms. This can be achieved by briefly explaining these terms, providing specific illustrations and other visual stimuli and allowing discussion of these terms.
- Students complete *Step 1* of the process by developing and colouring in a mind map to show the links between the main idea, focus areas and the key words. Some students may need teachers to explicitly show the links between these terms. Teachers could colour an OHT of the jointly-created mind map to show the links for these students.

(60 minutes)**Lesson 3: Guiding
Library setting****Step 2: Locating**

- Find *Step 2: Locating* in the journal.
- Revise the marking grid in relation to this step.
- The teacher-librarian and class teacher explain the outline of this section. Talk aloud about the process of locating information using the OASIS index. Assist students to answer the questions throughout the lesson.
- Some students may require assistance as they match and categorise “What do I still need to find out?” Teachers could work with this group of students to categorise their prior knowledge.
- Some students may need teachers to record answers to questions on an OHT or whiteboard.
- As a class, collaboratively complete the first row of the table under “Finding information”. Talk about the process of finding information, using the instructions given in the student journal.
- The teacher-librarian and class teacher should explain how to find information from resources other than books, adapt the instructions given earlier, explain the similarities and differences in the process.

- Students then complete the second row of the table. Some students may benefit from being grouped together to complete this task.
- Check this row for accuracy.
- Ask students to complete the remaining row on the table. This will need to be completed in students' own time.

(60 minutes)

Lessons 4 and 5: Guiding
Library setting. Allow a week between lessons 4 and 5 for students to continue work in their own time.

Step 3: Selecting

- Find *Step 3: Selecting* in the journal.
- Revise the marking grid in relation to this step.
- Discuss the instructions for completing this step.
- Students take notes, using the tables provided for each focus area. Some students may need assistance with this process. Group these students so that they have the support they need to complete this task. Refer to the comments on grouping made earlier.
- Some students will be ready to begin *Step 4*. Allow them to write a draft.

(120 minutes)

Lesson 6: Guiding
Classroom setting. Allow three days between lessons 5 and 6.

Step 4: Organising

- Find *Step 4: Organising* in the journal.
- Revise the marking grid in relation to this step.
- Talk aloud about the process for developing a draft.
- Divide the class into groups.
 - Students who have begun their first draft should continue.
 - Students who have completed their draft should begin the editing process, both as individuals and as peers.
 - Students who have completed the editing (organising) process, both as individuals and peers should begin the presentation process.
 - Other students begin to develop their drafts. Some students may need assistance with this process. Teachers could work with this group of students. Brainstorm all of the notes that this group of students completed for focus area A. Use this combined set of notes to model how to write simple sentences. When this is completed move on to the next focus area and repeat the process. Complete as many focus areas as possible in this lesson.

(60 minutes)

Lesson 7: Guiding

Classroom setting. Allow at least three days after lesson 6.

Step 5: Presenting

- Find *Step 5: Presenting* in the journal.
- Revise the marking grid in relation to this step.
- Talk aloud about the instructions given in this step.
- Divide the class into groups.
 - Allow those students who have begun their presentation to continue with the assistance of their peers.
 - Allow those students who have completed their poster to explore alternate presentation of this material e.g. brochure, booklet, powerpoint presentation.
 - Other students are given this lesson to begin the presentation of their final copy. Some students may need assistance in meeting the criteria for presenting the information in their assignment. Teachers could pair these students with those who are more successful.

Step 6: Assessing

- Find *Step 6: Assessing* in the journal.
- Talk students through the checklist.
- Students complete the checklist.
- Allow time for last-minute changes to assignments.
- Allow students to compare completed reports.

(60 minutes)

Independent

All students should have the opportunity to participate in guided practice before attempting independent practice and demonstration of an information task which will be assessed.

Some students may continue to require guided practice while their peers enter this independent phase.

- At the start of the next topic, teachers could divide the class into groups to discuss and complete the steps of the information process. Students could be grouped according to the level of support required.
- Before beginning the steps of the information process, set the context by providing students with copies of previous assignments. Students could use marking grids to review the responses.
- Each lesson in this phase should follow the same steps outlined in the guided phase of this unit. Some students will complete the journal without assistance from the teacher. Other students will require only minimal assistance, while others may require continued assistance from the teacher.

Year 7 PDHPE information skills assessment task

Aims:

- to learn about a lifestyle disease
- to learn information process skills.

The task:

- to find out about a common lifestyle disease
- to make a poster to become part of a display to inform other Year 7 students about common lifestyle diseases.

How do I complete this task?

Follow the six steps in the information process to produce your final presentation.

The information process

Step 1: Defining

- What do I really want to find out?
- What is the assignment about?
- What are the focus areas?
- What are the key words in each of the focus areas?
- What do I need?

Step 2: Locating

- Where can I find the information I need?
- What do I already know?
- What do I still need to find out?
- What sources do I need?
- Where are they?

Step 3: Selecting

- What information do I really need to use?
- How useful is the information I have found?
- How will I record the information needed?

Step 4: Organising

- How can I best use this information?
- Have I got enough information?
- Do I need to use all of the information?
- How can I join all of the information together?

Step 5: Presenting

- How can I present this information in my poster?
- What headings do I need?
- What illustrations and pictures should I choose?

Step 6: Assessing

- What did I learn from this task?
- Did I fulfil the aim of the task?
- Did I follow each step of the information process?
- How well did I present my work?

Step 1: Defining

This is where you work out what the assignment is about and what kind of information you need. You can do this by making a mind map.

Instructions

To complete this information assessment task you will need to research and record information about six focus areas. Your school library will be a starting point.

What do I need?

- books
- encyclopedias
- CD-ROMs
- magazines
- definition
- explanation
- illustration

Fill in the mind map and colour each of the focus areas a different colour.

Use the key words from the focus areas to help you find the information. Key words can be used to look up OASIS enquiry indexes, search the Internet and CD-ROMs. They can become the headings in your final presentation.

What is the main idea of this assignment?

Choose a common lifestyle disease and write the name of the disease in this box. Check with your class teacher to make sure that the disease you have chosen is a lifestyle disease. (e.g. heart attack, cancer, asthma, hepatitis B, cirrhosis of the liver, diabetes, osteoporosis)

What are the focus areas and key words?

- A. What type of disease is this?
(key words are *illness, disease, disorder, chronic, communicable* and *degenerative*)
 - B. What are the causes of this disease and how is it spread?
(key words are *causes, spread, lifestyle, poor diet, lack of exercise, use of drugs, sexual practices, exposure to environmental hazards, sun* and *heredity*)
 - C. What are the effects of this disease? How do they impact on your life?
(key words are *effects, symptoms, signs, physical effects, health effects, work, relationships, physical activity*)
 - D. Who is affected by this disease?
(key words are *population, groups, women, elderly, adolescents* and *children*)
 - E. How can this disease be prevented, treated or controlled?
(key words are *alternative treatments, drug use, medication, management, treatment* and *prevention*)
 - F. What support groups are available or health promotions exist to assist in the prevention, treatment and control of this disease?
(key words are *support, help* and *promotion*)
- (These support groups may help people cope with the disease and to promote prevention and control)

Step 2: Locating

Where can I find the information I need?

Think of all the places where you can find information.

Decide on the places you will use and write them here:

(e.g. school library, local library, CD-ROM, books from home, books from shops, project guides, colouring-in books, stickers, magazines, newspapers)

-
-
-

What do I already know?

You already know some information about this disease. Write the information in this box.

What do I still need to find out?

To help you decide what information you still need to collect, match the information in the box above with the focus areas from *Step 1*. Colour the information in the box with the same colours you used earlier. The colours will help you to see information that is missing.

What sources do I need?

Where are they?

All of the resources in a library are given numbers. Most libraries use Dewey numbers. We use the Dewey numbers to find the information we need. Use the OASIS computer index to search for the main idea of this assignment.

Write the Dewey number in this box:

When you have found the Dewey number you can begin looking for resources.

Tick this box when you know the shelf where the books are kept.

(You can go to almost any library and use this Dewey number to find books for this task.)

Find out where the encyclopedias are kept.

(Look at the signs, ask the teacher-librarian, look at the map of the library).

Encyclopedias hold information in alphabetical order. Write the Dewey number and name of two encyclopedias with information on diseases.

.....

.....

(Some encyclopedias are all about science or medicine; they will be helpful for this task)

page because it will take too long. When you find it on the page write the page number in the third column of this table.

4. After you have finished recording the reference, keywords and page number for a book have your work checked and choose another resource to finish the next row of the table.

	Reference	Key word	Page number
Class example			
Book example			
Resource three			

Step 3: Selecting

What information do I really need to use?

How useful is the information I have found?

How will I record the information I need?

Note-taking

Choose any focus area, in any order, and follow the instructions to take notes.

You cannot always believe what you read. As you locate information compare your sources. Are there any differences between them? Make a note of any differences you find and be sure to have at least two different sources for each focus area.

Instructions for each focus area

- Find a resource that may contain the information you need for the focus area. Check that the resource has key words in the contents or index.
- Write the Dewey number, the name and the author of the resource in the first column. If it is an Internet resource, then write the title of the page, then the address of the web site.
- Find the key word in the resource.
- Write the page number or place where you found the information in the third column.
- Read the information and use this to write your notes about the focus question in the table.
- Write your notes in column 4. Be brief. Write only words and short sentences, not long paragraphs.
- If the resource has diagrams or pictures that you can use for this task, put a tick in column 5 and note them down so you can find them later.

Focus area C: (4 marks)

Effects

	Reference	Key word	Page no.	Notes	Pictures or diagrams
Resource 1					
Resource 2					

Focus area D: (3 marks)

Groups affected

	Reference	Key word	Page no.	Notes	Pictures or diagrams
Resource 1					
Resource 2					

Focus area E: (5 marks)

Prevention, treatment and control

	Reference	Key word	Page no.	Notes	Pictures or diagrams
Resource 1					
Resource 2					
Resource 3					

Focus area F: (3 marks)

Support groups available or health promotions

	Reference	Key word	Page no.	Notes	Pictures or diagrams
Resource 1					
Resource 2					

Step 4: Organising**Have I got enough information?**

Check that you have enough information to answer all of the focus questions. Remember to look at the marking grid to help you decide how much information you will need in each question.

Do I need to use all of the information?**How can I join all of the information together?****How can I best use this information?**

You need to decide what you will use and what is not important for this assignment.

You need to write a draft of your answers.

Write your draft.

Plan the layout of your poster. Decide on the location of headings, diagrams and text.

The focus areas should be the headings on your poster. Key words can be subheadings. Your text should be in point form, single words, phrases or short sentences. Do not write long paragraphs.

Edit your draft.

Look at your plan and check that the words and sentences you have chosen make sense. Will these make sense to the reader? Check that your diagrams are captioned. Make sure that the headings are eye-catching.

Remember that spelling and punctuation are important. Check the spelling. If you are using a computer you can use the spell checker. Check your punctuation. Use capital letters for sentence beginnings, names of people and places, and put full stops at the end of sentences.

Check the marking grid.

Are there any changes that you need to make? Make those changes.

Now ask someone else from your class or your family to edit your work. Talk about the marking grid. Do they think you can make changes? Decide if you will take their advice and make those changes.

Step 6: Assessing

Tick the boxes if the statements are true

What did I learn from this task?

- I have learnt about a type of disease.
- I have learnt what causes the disease and how it spreads.
- I have learnt about the effects of the disease.
- I have learnt about the people who live with this disease.
- I have learnt how this disease can be prevented and controlled.
- I have learnt what support groups and promotions available for this disease.

Did I follow each step of the information process?

- I have completed the mind map in *Step 1: Defining*.
- I have answered all of the questions and filled in the table in *Step 2: Locating*.
- I have taken notes for all of the focus areas in *Step 3: Selecting*.
- I have done a draft and had it checked for *Step 4: Organising*.

How well did I present my work?

- I have made a poster.
- I have written my name and class clearly on the back of the poster.
- I have a heading with the name of the disease on the poster.
- My information is set out clearly in six sections using the focus areas.
- I have answered all of the focus questions.
- I have included captioned diagrams.
- I have included a list of the resources that I used in this task.
- I have included this journal in my assignment.

Did I fulfil the aim of the task?

Mark your own work, using the marking grids.