

<b>Teacher' s Name/s:</b> Mr. Gardner		<b>Stage /Class:</b> Stage 5 Year 10 PDHPE	
<b>Strand/s:</b> Three Individual and Community Health		<b>Lesson number:</b> Lesson 2	
<p><b>Outcomes:</b>  <b>5.8</b> A student critically analyses health information, products and services to promote health.  <b>5.12</b> Adapts and applies decision making processes and justifies their choices in increasingly demanding contexts. (<b>Decision-making</b>).</p>			
<p><b>Learn About's:</b>  <b>Health Consumerism</b></p> <ul style="list-style-type: none"> <li>▪ Developing critical literacy skills</li> <li>▪ Influences on selecting health products and services</li> </ul> <p><b>Factors influencing access to health information, products and services by young people</b></p> <ul style="list-style-type: none"> <li>▪ Knowledge of services available, what services offer and how they can be accessed</li> <li>▪ Skills to access health information, products and services</li> </ul>		<p><b>Learn To's:</b></p> <ul style="list-style-type: none"> <li>▪ Analyse the impact of peers and the media on the selection of health products and services</li> <li>▪ Develop and apply criteria to assess the claims made by a range of health products and services</li> <li>▪ Identify how and why health knowledge has changed and propose actions that may assist young people to manage the constantly changing nature of health information</li> <li>▪ Identify choices and options (<b>DM</b>).</li> <li>▪ Evaluate the decision (<b>DM</b>).</li> </ul>	
<p><b>Learning and Teaching Strategies</b>  <i>How are they going to learn about it?</i>  <i>What is the order of learning?</i></p>		<p><b>Key Teaching Points</b>  <i>What do I want them to learn and understand?</i></p>	
<p><b>Equipment/ Resources</b>  <i>What will I need?</i></p>			
<p><b>0-5 minutes:</b> Mark roll.</p> <p><b>5-10 minutes:</b> Peers and Media</p> <p><b>10-55 minutes- PowerPoint Presentation: (Copy attached)</b></p> <p><b>Main points:</b></p> <ul style="list-style-type: none"> <li>• Peers and media</li> <li>• Food/Drink items (Engage discussion on their knowledge)</li> <li>• Peer group and media values</li> <li>• Copy and Answer following question</li> <li>• Three celebrities and students opinions</li> <li>• What are your thoughts now (image of smoking celebrities)</li> <li>• Health and lifestyle magazines</li> <li>• Power Balance Wrist Band</li> </ul>		<p>- Read to the class, have students read sections if able to see clearly. Questions will follow. <b>Personal perceptions regarding health products/services.</b></p> <p>- Touch on the idea that although we may be informed and educated we can still be influenced to make poor health choices, and at times we will even justify our poor choices to ourselves in order not to feel bad for abusing our health and body, hence why 1/3 of smokers have convinced them selves that the believed effects of smoking are exaggerated. <b>Task- answer questions.</b></p> <p>- Begin to show students how ones image</p>	
		<p>Computer Access          Projector          Pens          Exercise books</p>	

<ul style="list-style-type: none"> <li>• Power of media and marketing</li> <li>• ACCC slam Power balance wristband video</li> <li>• Power Balance update marketing campaign.</li> <li>• RedBull 12/10/2012 and 39km in the air</li> <li>• Summary</li> </ul> <p><b>55-60 Minutes:</b> Pack up equipment. Students ready for bell.</p>	<p>of health and healthy behaviour can be easily shaped by media and peer pressure.</p> <p><b>Smoking celebrities.</b></p> <ul style="list-style-type: none"> <li>- Comment on the 2 NIVEA products and how/where they are marketed to influence the different genders. <b>Health and lifestyle magazines.</b></li> <li>- Look at how the company now portrays their product. Not one claim is mentioned in their description. <b>PowerBand</b></li> <li>- <b>Red bull</b> – talk to students about how the company places the health of those involved in their campaigns in danger in order to promote their products.</li> <li>- As students begin to write, ask for some of their responses to generate thoughts for other students, <b>Breaking news.</b></li> </ul> <p>Refer back to objectives.</p>	
---	--	--

**Observational Focus/Assessment:** *(What am I observing as evidence to indicate students have achieved the outcomes, to make a judgment on learning and understanding?)* Within the lesson teacher will look for understanding of topic by contributing and participating within class. Students will participate in their groups and the teacher will ensure teamwork and decision-making outcomes have been reached. ICT will be used to deliver content and reference made to how ICT is being used. Teacher will look for understanding how ICT has created the new age of advertising. Additionally, students will be exposed to communicating to their peers.