# Learning and Assessment Plan Exemplar

Stage 1 Modified: Health and Wellbeing

Learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE school code | | |  | Year |  | Enrolment code | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) |
|  |  |  |  | **1** | **H** | **E** | **M** | **10** |  |
|  | | | | | | | | | | | | |
| Key areas(10-credit – at least one key area. 20-credit – at least two key areas)  Key area 2: Healthy Action; Key area 5: Safe Living and Key area 6: Interpersonal and Relationship Skills | | | | | | | | | | | | |

Addendum – changes made to the learning and assessment plan

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| Use this section to describe any changes made to support students to be successful in meeting the requirements of the subject. For example, adjustments to the personal learning goals, or adjustments to personal learning goals for specific students within a like cohort. |

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 1 Modified: Health and Wellbeing (10-credits)

The table below shows details of the planned tasks to support student(s) achieving their personal learning goals and chosen capabilities.

| Personal learning goals  (*identify PLGs with numbers)* | Name and details of assessment | Capabilities  *(Identify two or three capabilities)* | | Evidence of learning  (e.g. evidence the student uses to demonstrate their personal learning goals and relevant capabilities) |
| --- | --- | --- | --- | --- |
| Critical and creative thinking | Personal and Social |
| 1, 4 | Research into appropriate crops  Students have the opportunity to research information about vegetables and herbs and choose which ones to plant at the relevant time of year. Research activities could involve a trip to a local garden, and investigation of websites such as the Stephanie Alexander Kitchen Garden and the NRM Education website. Garden safety procedures are included in research.  Parents may be invited to participate in excursions.  Support available according to student need. | 🗸 |  | Each student maintains and presents a record of learning electronically and/or in hard copy form.  Assessor is the teacher, with appropriate input from the support officer.  To be undertaken over 3 weeks. |
| 1, 3, 4 | Sow and care for plants  Students choose an appropriate site and negotiate with school authorities to sow and care for the plants (including watering, fertilising, mulching, pest control).  Students have the opportunity to develop and apply knowledge about safety in the garden.  Support is available according to student need. |  | 🗸 | Verbal, written (may be scribed), and/or photographic record of garden progress.  Demonstrate knowledge about safety through a poster, brochure or verbal presentation.  Assessor is the teacher, with appropriate input from the support officer.  To be undertaken over 10-15 weeks. |
| 1, 2, 3 | Research information about healthy food  In small groups, students research information about healthy food, develop criteria for healthy recipes using *Right Bite\** resources, and collect relevant information to share with the group.  Students individually reflect on the potential contribution that gardening and cooking can have to wellbeing.  Support may be available from local community health agencies.  \**Further information may be sought from Healthy Weight Coordinators or Community Foodies trained volunteers, & various websites.* | 🗸 | 🗸 | Students present a record of individual learning electronically or in hard copy.  Group oral/PowerPoint presentation of information.  Teacher observational checklist and student reflection checklist on working collaboratively.  Individual reflections – written and/or spoken.  To be undertaken over 3 weeks. |
| 1, 3 | Investigative recipes  Students investigate different recipes on the chosen crop(s) and as a small group, select recipes as a focus. This may be done using recipes from home, library books, the internet, and by checking against the criteria developed in the previous activity. Where possible, each student should have their own focus recipe to include in a group recipe booklet. Students individually reflect on the potential contribution that cooking can have to well-being. | 🗸 | 🗸 | Where possible, students present one recipe each to contribute to a booklet presented by the members of the small group. Students may choose to present recipes as a group oral/Power Point presentation.  Individual reflections – written and/or spoken.  To be undertaken over 3 weeks. |
| 1, 2, 4 | Plan and prepare chosen dishes  Working in small groups, students plan and prepare the chosen dishes, including a review and monitoring of safety procedures and contribution to well-being.  Students present dishes to class and teachers.  Activities involve shopping for the additional ingredients needed for the dish and harvesting and preparing the vegetable(s).  Parents may be invited to participate in excursions and presentation of dishes prepared. | 🗸 | 🗸 | Record the process involved in preparing the chosen dish in writing (may be scribed), drawing or photographs.  Peer assessment checklist on working in a small group.  Teacher observational checklist and student reflection checklist on working as a group, well-being.  To be undertaken over 3 weeks. |

Identification of Personal Learning Goals

When the student undertakes the same subject at Stage 1 and Stage 2, the goals should be a further development of those undertaken at Stage 1. If the student has not undertaken the subject at Stage I, the goals should show development of those undertaken in at least one other subject at Stage 1.

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| Student(s) | Number and description of personal learning goals | |
|  | 1 | *Develop knowledge and skills related to food and nutrition by researching information about healthy food and investigating recipes.* |
|  | 2 | *Develop skills in forming relationships with others through working collaboratively to plan and prepare a food dish.* |
|  | 3 | *Examine and reflect on the potential of gardening and cooking as leisure* *activities that can contribute to well-being.* |
|  | 4 | *Develop knowledge of safety procedures in the garden and kitchen, and skills in observing these procedures*. |

*Three to five assessments for a 10-credit subject.*

***\*Capabilities***

* *literacy*
* *numeracy*
* *information and communication technology (ICT) capability*
* *critical and creative thinking*
* *personal and social capability*
* *ethical understanding*
* *intercultural understanding*

*Please refer to the Stage 1 and Stage 2 Modified Subjects subject outline.*