



Move it – eat it



This sequence is intended as a framework to be modified and adapted by teachers to suit the needs of a class group.

Resources needed

- Move it – Eat it – Visualiser
- Move it – Group task
- Bad, better, best – Investigation

Suggested activity sequence

Part A: Move it

- 1 Display the statistics on the *Visualiser*.
- 2 Students read the statistics and *think-pair-share*: What impact do these statistics have on the demand for health services and on the cost to the government/taxpayer?
- 3 As a class, discuss ways that people's levels of physical activity might be improved.
- 4 Use a *grouping strategy* to organise students into groups of four. You may wish to organise them according to an area (or sport) of interest.
- 5 Talk students through the *Group task* to ensure they are clear on what to do.
- 6 Groups develop their proposals and share them with the class.

- 7 Allow students to trial their proposals with other students.

Part B: Bad, better, best food

- 1 Talk students through part 1 of the *Investigation* to ensure they are clear on what to do.
- 2 Students complete part 1.
- 3 Conduct a class discussion to share student findings.
- 4 Repeat the process for part 2, then part 3 of the investigation.

Part C: Making the links

- 1 Pose the following question for students:

How could a health levy be used to improve health of all Australians?

- 2 In small groups, students develop a concept map to show how a 'health levy' (or tax) could not only affect food choices and physical health but also impact on other dimensions of health.
- 3 Groups share their ideas with the class on completion of the activity.

Part D: Reflection

Use a *reflection strategy* to encourage students to reflect on their learning about health, sports, equity and tax.