

<ul style="list-style-type: none"> <li>The class has a prior knowledge that over five weeks of health they will be looking at five different topics. The first class was nutrition. In this class they will be discussing about exercise and the benefits of being physically active.</li> <li>Going around the class, and handing out a brochure, which has all the details and information about the Australian guidelines for health. Also on this handout they will see the daily recommended for teenagers between 12 and 18 years, and what they should be achieving each day. All students' brochures will have the levels of intensity which physical activity should be performed. They are exercisers in which are achieved at moderate and vigorous intensity is.</li> </ul>	<ul style="list-style-type: none"> <li>There will be a description given to the class about the benefits of being physically active and exercise, their bodies.</li> <li>Encourage the students to suggest and talk about the different forms of exercise they might be currently undertaking.</li> <li>The brochure that has been handed out is a great reference point for the topic that we are discussing today. The students can refer back to this document and extract the information when needed.</li> </ul>	
<p><b>Phase 3: Explain</b></p> <ul style="list-style-type: none"> <li>Explain to the students that their first task will be a mind map. That mind map will be worked around the benefits of being physically active. The students will be put into groups of 4, so there will be 5 groups altogether. To eliminate friendship groups and students being left out they will be numbered 1 to 5 and the number they get is the group that they will be in.</li> </ul>	<ul style="list-style-type: none"> <li>Allocate one person from each group to collect the butcher paper and a packet of markers from the front of the classroom. Having the butchers paper and markers already organized allows for the quick retrieval and the saving of time.</li> <li>Explain the objectives for the activity.</li> <li>Walk around the class making sure that they can ask questions and seek assistance for each group. This allows the students to see you interacting with the class. While walking around remind the students that there is a time restriction.</li> </ul>	20mins
<p><b>Phase 4: Elaborate</b></p> <ul style="list-style-type: none"> <li>A brief run down on what we have covered in today's lesson, allowing the students to ask questions if need be.</li> <li>Referring to the handout that the students received earlier in the class, you will see additional information that was not covered in this lesson. Although it will be referer to in the next lesson intensively. Giving the student prior knowledge and information about the next lesson and this will increase their understanding of the subject matter.</li> <li>Information concerns the level of intensity of the exercise they are partaking in, which is moderate and vigorous intensity. In the next class we will cover this area. We will also go on to</li> </ul>	<ul style="list-style-type: none"> <li>Asking students to refer to the brochure that they had received at the start of the class. Within this handout there is a section of information that they will be asked to read over and study for information. This will help them have a better understanding of what will be covered in the next lesson.</li> <li>Information that they received in the brochure will ultimately help them with the activity that they will be asked to complete in the next lesson. They will be able to refer to this information and be able to extract prior knowledge.</li> <li>Ask the students to select one member of the group to place their mind map on the front desk as they leave</li> </ul>	5mins