

The Learning Network Sample
Year 9 Scope and Sequence

Child Studies

Term 1									
1	2	3	4	5	6	7	8	9	10
Date									
<p>Module 1: Preparing for Parenthood Outcomes: CS-5, CS-7, CS-8, CS-9, CS-11, CS-12, CS-13</p>									
<p>Module 2: Conception to Birth Outcomes: CS-1, CS-2, CS-5, CS-8, CS-11, CS-12</p>									
<p>Task One: Parenthood Resources 30% (Term 1, Week 5) Outcomes: CS5-5, CS5-8, CS5-11</p>									
Term 2									
1	2	3	4	5	6	7	8	9	10
Date									
<p>Module 3: Family Interactions Outcomes: CS-2, CS-6, CS-7, CS-8, CS-9</p>									
<p>Module 4: Newborn Care Outcomes: CS-1, CS-2, CS-5, CS-6, CS-7, CS-8, CS-10</p>									
<p>Task Two: Newborn Care Resources 35% (Term 2, Week 9) Outcomes: CS5-5, CS5-6, CS5-8, CS5-10</p>									
Term 3									
1	2	3	4	5	6	7	8	9	10
Date									
<p>Module 5: Growth & Development Outcomes: CS-1, CS-2, CS-5, CS-6, CS-8, CS-11, CS-12</p>									
<p>Module 6: Play & the Developing Child Outcomes: CS-2, CS-3, CS-4, CS-5, CS-8, CS-9</p>									
<p>Task Three: Play Resources 35% (Term 3, Week 9) Outcomes: CS5-2, CS5-4, CS5-8, CS5-9</p>									
Term 4									
1	2	3	4	5	6	7	8	9	10
Date									
<p>Module 7: Health & Safety in Childhood Outcomes: CS-2, CS-3, CS-4, CS-8, CS-9, CS-11, CS-12</p>									
<p>Module 8: Food & Nutrition in Childhood Outcomes: CS-2, CS-5, CS-8, CS-11, CS-12, CS-13</p>									

The Learning Network Sample Task One
Year 9
Child Studies
(Year)

COURSE NAME: Child Studies

MODULE / UNIT: Preparing for Parenthood

TIMING: Term 1, Week 5

DATE:

HOW: Submit via

TASK NUMBER: One

WEIGHTING: 30%

OUTCOMES:

A student:

- evaluates strategies that promote the growth and development of children **CS5-5**
- evaluates the role of community resources that promote and support the wellbeing of children and families **CS5-8**
- analyses and compares information from a variety of sources to develop an understanding of child growth and development **CS5-11**

CONTEXT FOR TASK

Students develop their understanding of factors that influence an individual or couple's decision to become a parent and planning considerations that may take place. Their knowledge of the physical, social and emotional changes that parents experience during pregnancy is increased, including skills which enhance their capacity to potentially manage and cope in this role in the future.

TASK

You are part of the educational team at a large organisation that supports parents across Australia and have been assigned the task of updating resources for parents planning to have children.

You are to create the following resources for parents planning to have children:

1. A **budget** that examines the financial preparations necessary when expecting a baby.
2. A **nutrition plan** that supports the nutritional needs of an expectant mother.
3. A **SWOT Analysis** that examines formal support networks for expectant parents.

You can use Australian resources available online such as NSW Health, Raising Children Network and Department of Health and Ageing to assist in creating your resources, please reference where appropriate.

The information and **three resources** that must be included are listed below:

1. **A budget-** develop an itemised budget and justification in a spreadsheet or table for expectant parents that includes things such as all medical expenses pre and post pregnancy, costs of birth options, savings for leave of parents, travel, equipment, clothing, accessories and any other costs incurred when expecting a baby.
2. **A nutrition plan** that supports the nutritional needs of an expectant mother with meal ideas for breakfast, lunch, dinner and snacks. Include what foods to avoid and what precautions expectant mothers should take during pregnancy.
3. **A SWOTS Analysis** that examines the strengths, weaknesses, opportunities, threats and suggestions for improvement of TWO formal support networks for expectant parents across Australia.

Nutrition needs through the early years

Outcomes

A student:

- › describes the factors that affect the health and wellbeing of the child CS5-2
- › evaluates strategies that promote the growth and development of children CS5-5
- › evaluates the role of community resources that promote and support the wellbeing of children and families CS5-8
- › analyses and compares information from a variety of sources to develop an understanding of child growth and development CS5-11
- › applies evaluation techniques when creating, discussing and assessing information related to child growth and development CS5-12

Related Life Skills outcomes: CSLS-2, CSLS-5, CSLS-8, CSLS-11, CSLS-12, CSLS-13

Content: nutrition needs through the early years

Skills: define, describe, what, how, why, explain, explore, examine, assess, evaluate, discuss, analyse

Actions: explore a range of issues associated with breastfeeding and bottle-feeding, investigate the weaning process, compare the food options available for weaning, outline the nutritional needs through the early years, plan and prepare a variety of meals suited to the various stages of development.

Checkpoints: Teacher questioning, student questions, table, revision questions

Syllabus Links: Newborn care; Children and culture; Media and technology in childhood; Health and safety in Childhood and Childcare services and career opportunities.

Students:

- explore a range of issues associated with breastfeeding and bottle-feeding, including the advantages and related challenges 🌟 🗨️
- investigate the weaning process and the process of introducing solids to an infant 📖
- compare the food options available for weaning, for example: commercially prepared and home-prepared foods 📊 📱 📺
- outline the nutritional needs through the early years, taking into consideration nutritional models and current dietary guidelines 📄 📱 🗨️
- plan and prepare a variety of meals suited to the various stages of development 📖 📱 📺

Teaching & learning activities:

- explore a range of issues associated with breastfeeding and bottle-feeding, including the advantages and related challenges
- 1. Panel Discussion:** Students participate in a panel discussion on the advantages and challenges of breastfeeding and bottle-feeding. They research and present different perspectives, discussing topics such as health benefits, bonding, convenience, societal factors, and challenges faced by parents. Tabulate findings and share with class.
 - 2. Case Study Analysis:** Students analyse case studies highlighting real-life scenarios related to breastfeeding and bottle-feeding. They identify the issues faced by parents, infants, and communities, and propose strategies to overcome challenges and promote optimal feeding practices. Discuss as a class.

- outline the nutritional needs through the early years, taking into consideration nutritional models and current dietary guidelines

1. **Dietary Guidelines Comparison:** Students compare different nutritional models and current dietary guidelines for the early years. They complete the table to outline the key recommendations, highlighting similarities and differences across various sources.

2. **Workshop:** Students participate in an interactive workshop on meeting nutritional needs in early childhood. They engage in hands-on activities, such as creating balanced meal plans or analysing food labels, to better understand the nutritional requirements and how to apply them practically.

3. **Informational Brochure:** Students create an informational brochure summarising the nutritional needs through the early years. They include key nutrients, portion sizes, and meal suggestions, incorporating visuals and concise explanations to enhance comprehension.

4. **Check for Understanding:** Students complete revision question/s.

<https://www.healthdirect.gov.au/healthy-eating-for-children>

<https://youtu.be/mMHVEFWNLMc>

- plan and prepare a variety of meals suited to the various stages of development

1. **Meal Planning Challenge:** Students participate in a meal planning challenge where they design a week-long menu catering to the various stages of child development. They consider age-appropriate foods, nutritional balance, and sensory exploration, documenting their meal plans in a table or chart.

2. **Cooking Demonstration:** Students demonstrate the preparation of a variety of meals suitable for different stages of child development. They choose recipes that highlight age-appropriate ingredients, textures, and flavours, and present the cooking process through video recordings or live demonstrations.

3. **Recipe Modification Project:** Students modify existing recipes to make them suitable for specific developmental stages. They consider nutritional needs, taste preferences, and texture modifications, presenting their adapted recipes with explanations and visual illustrations.

4. **Check for Understanding:** Students complete revision question/s.

3. Visual Representation: Students create visual representations, such as infographics or posters, illustrating the advantages and challenges of breastfeeding and bottle-feeding. They include key points, statistics, and supportive visuals to enhance understanding and promote informed decision-making. Share with the class.

4. Check for Understanding: Students complete revision question/s.

<https://youtu.be/i1UMnKduosE>

<https://raisingchildren.net.au/newborns/breastfeeding-bottle-feeding>

- investigate the weaning process and the process of introducing solids to an infant

1. Research: Students conduct research on the weaning process and the introduction of solids to infants. They compile their findings into a table, summarising the recommended practices, potential challenges, and benefits of gradual food introduction. Share and discuss as a class.

2. Meal Planning Activity: Students engage in a meal planning activity, designing a weaning menu for an infant. They consider nutritional requirements, age-appropriate food textures, and variety. They create a table or chart to outline the meals, ensuring they meet the developmental needs of the child. Discuss as a class.

3. Recipe Demonstration: Students demonstrate the process of preparing a simple and nutritious weaning meal. They present a step-by-step guide, incorporating visuals or videos, to showcase the preparation and appropriate serving techniques.

4. Check for Understanding: Students complete revision question/s.

<https://youtu.be/vB5IejpElKg>

<https://youtu.be/LAfn4s8Jcps>

- compare the food options available for weaning, for example: commercially prepared and home-prepared foods

1. Nutrient Analysis Research: Students conduct research to compare the food options available for weaning. Tabulate results and share and discuss as a class.

2. Healthy Meal Planning Competition: Students work in groups to design a balanced and nutritious meal plan for a specific age group. They consider the nutritional requirements outlined in dietary guidelines and nutritional models, ensuring the meals meet the recommended intake of essential nutrients. Each group presents their meal plan, explaining the rationale behind their choices and highlighting how they incorporate various food groups to provide a well-rounded diet.

3. Case Study Analysis: Students engage in a case study analysis activity where they are presented with different scenarios involving children at different developmental stages. They research and analyse the nutritional needs of the children in each case, taking into consideration nutritional models and current dietary guidelines. Students develop personalised dietary plans based on the child's age, activity level, and specific nutritional requirements. They present their findings and recommendations, discussing how the plans align with the established guidelines and models.

4. Check for Understanding: Students complete revision question/s.

<https://youtu.be/LAfn4s8Jcps>


https://youtu.be/KGvorfE_iDA

<https://youtu.be/yADUxYkMD-M>

Teaching & Learning Activity

Students participate in a panel discussion on the advantages and challenges of breastfeeding and bottle-feeding. They research and present different perspectives, discussing topics such as health benefits, bonding, convenience, societal factors, and challenges faced by parents. Tabulate findings and share with class.


	Health Benefits	Bonding	Convenience	Societal Factors	Challenges
Breastfeeding					
Bottle-feeding					



Teaching & Learning Activity

Students conduct research on the weaning process and the introduction of solids to infants. They compile their findings into a table, summarising the recommended practices, potential challenges, and benefits of gradual food introduction. Share and discuss as a class.

	Practices	Potential Challenges	Benefits
Weaning			
Introduction of solids			



Teaching & Learning Activity

Students conduct research to compare the food options available for weaning. Tabulate results and share and discuss as a class.

Food	What?	How?	Why?



Teaching & Learning Activity

Students compare different nutritional models and current dietary guidelines for the early years. They complete the table to outline the key recommendations, highlighting similarities and differences across various sources.

Nutritional Model	Recommendations	Similarities	Differences



Revision question

Explain the process of baby led weaning. (6 marks)

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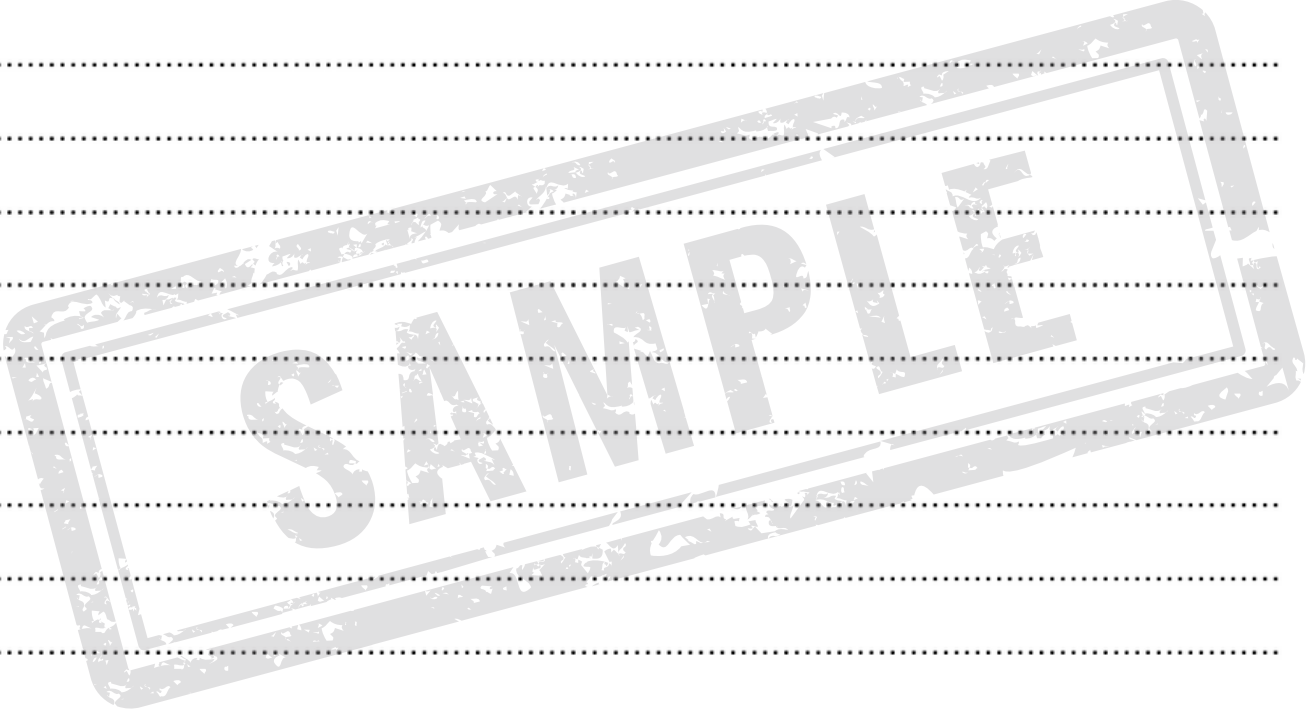
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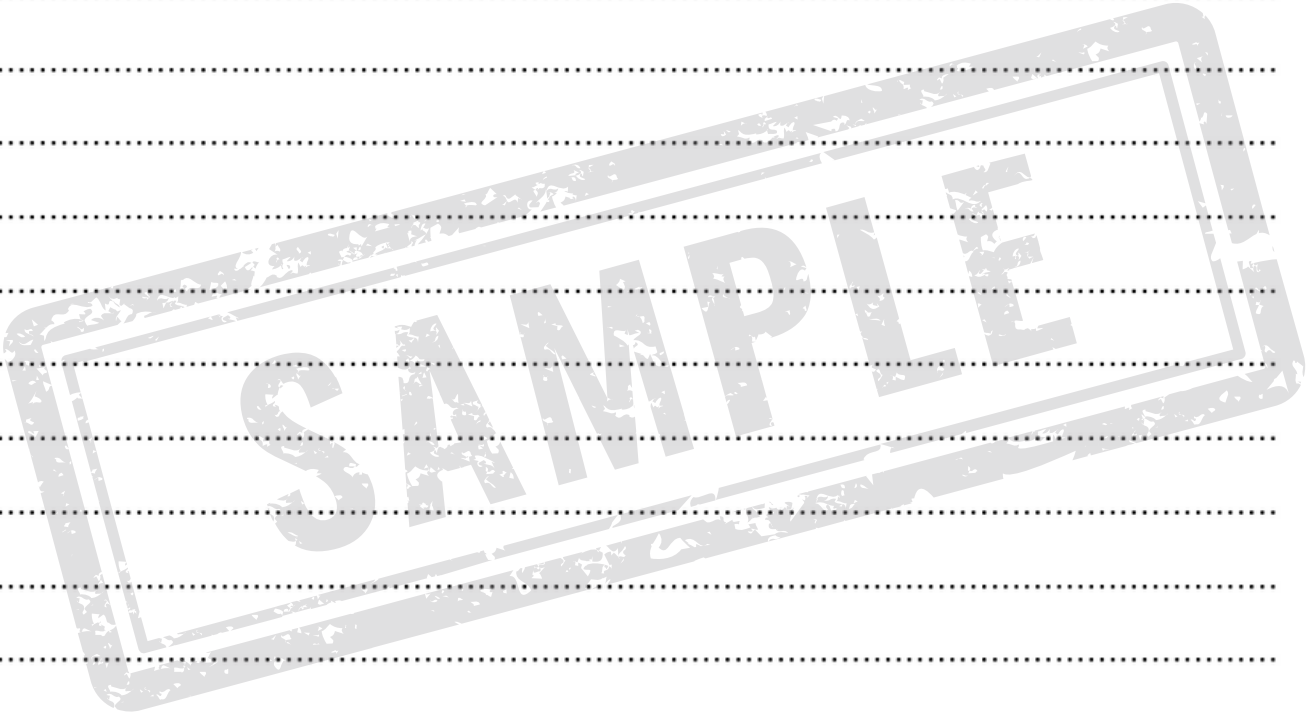
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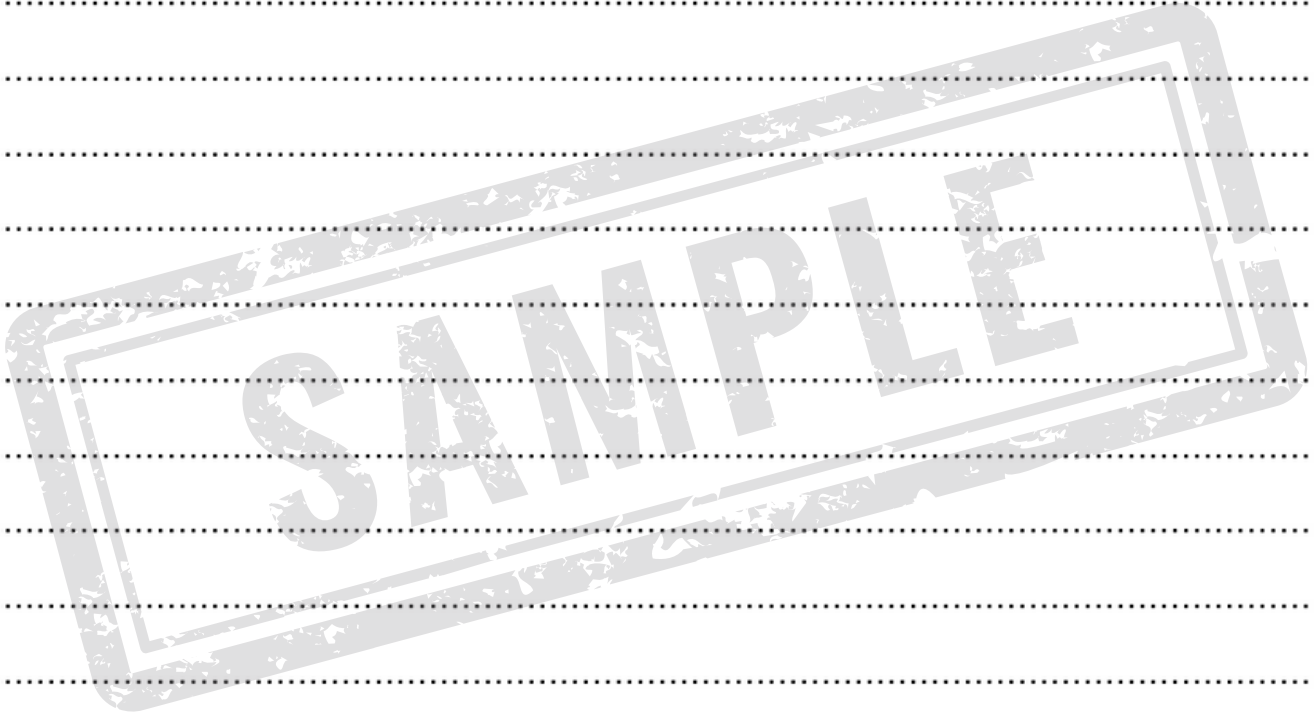
Revision question

Outline the advantages and disadvantages of breastfeeding a newborn baby. (5 marks)



Revision question

Assess the benefits of commercially prepared baby foods. (7 marks)



Revision question

Analyse the nutritional value of TWO first solid foods. (8 marks)

SAMPLE



The Learning Network
Connect Learn Grow



Child Studies Package

The Child Studies Package has been developed for busy teachers that don't always get around to planning their Child Studies lessons like they would or researching the latest clip or resource to bring the course to life.

You will get complete access to the following for Year 9 & 10:

- Scope and sequence
- Outcomes mapping grid
- Assessment schedule
- Six fully written assessment tasks
- Thirteen Modules
 - Every single dot point teaching & learning activities
- Hands on activities for your students
- Website and YouTube links
 - Revision questions for each dot point
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(This is going to save you over 100+ hours of planning and prep)!

How: Available Online

Where: Online via website portal

Time: Download the resources to implement in the classroom right away!

ABOUT KELLY

For the last 12 years I have been supporting teachers and their students through HSC Revision Days; co-authoring two textbooks; President of a PL Organisation; HSC Marker and Judge; and as the NSW HSC Supervisor of Marking for Community and Family Studies 2018-2022. My dream to help teachers full-time became a reality when I left the classroom in July 2020! These days I support thousands of Community and Family Studies & PDHPE teachers and their students inside The Learning Network.

My mission:

To provide all of the support, encouragement, resources and information you need to help your students succeed without compromising your precious time, energy & wellbeing in the process!

MORE ABOUT THE PACKAGE

WHAT YOU WILL RECEIVE:

Clear understanding - Develop intimate knowledge and application of the Child Studies syllabus course.

Aligned content - Differentiate the content based on the different abilities of your Child Studies students.

Embed content - Teach content from the Child Studies course with explicit content and skills.

Ongoing support - Connect with me outside of our session via social media to seek feedback.

FIND ME

 contact@thelearnnet.com

 www.thelearnnet.com

 [@kellybell.coach](https://www.instagram.com/kellybell.coach)

 The PDHPE & CAFS Podcast

**VISIT MY WEBSITE FOR
MORE INFORMATION
& TO PURCHASE**



thelearnnet.com/childstudies



with Kelly Bell

Let's **CONNECT, LEARN** *and*
GROW together