

Learning outlines			
Learning Foci	Understand/Know/Do	Suggestions for pedagogies/strategies	Supporting resources
	<p>What can students do with what they know and understand?</p> <p>What learning will endure beyond school (Hipkins et al., 2022)?</p>	<p>What learning experiences will support the development of understanding, knowing and doing?</p>	
Accessing prior knowledge and experiences	<p>Define and give examples of sugary drinks.</p> <p>Discuss/inquire: consumption of sugary drinks - What, Why, When, Where and How?</p> <p>Identify and categorise types of sugary drinks and alternatives.</p> <p>Ask and record curious questions about the issue of sugary drink consumption.</p>	<p>Seed the classroom with learning materials before beginning the topic. For example, media articles, advertising materials.</p> <p>Develop and maintain a visual display of traditional drinks from various cultures, including both sugary drinks and healthier alternatives.</p> <p>Conduct a rapid survey of class purchase and consumption habits.</p> <p>Respond to provocations to generate discussion about sugary drinks using pre-post surveys and discussion starters.</p> <p>Develop and maintain a KWL Chart throughout learning: Students communicate what they already know about sugary drinks, what they want to know, and what they have learned.</p> <p>Brainstorm influences on sugary drink consumption. Encourage broad thinking across personal-level, societal, business-sector influences.</p>	<p>Multi-lingual resources displaying images and information about each of the focusing inquiry questions (above).</p> <p>Images and information about traditional drinks from a range of cultures.</p> <p>Recent media articles, advertising materials promoting sugary drinks, and health promotion resources related to sugary drinks.</p> <p>Rapid survey tool</p> <p>Provocations as discussion starters</p> <p>KWL chart</p> <p>FIZZ Accessing prior knowledge and resources</p> <p>FIZZ Activities page</p>