# Are you really what you eat? – Stage 4

## Description

This learning sequence is designed to develop critical thinking skills concerning health consumerism and health literacy. Students will analyse and plan for healthy eating habits and recognise its contribution to a positive sense of self and holistic wellbeing

**Length of unit:** 5-6 lessons

## Educative purpose

Students are vulnerable to the influences of the media, peers and other socio-cultural influences. When young people develop critical thinking skills they increase their ability to be responsible and informed health consumers. The development of health literacy will allow students to better understand their health and the health of others. Students will use critical inquiry to challenge media messages and question what they know, hear and see when it comes to healthy eating, body image and ideals of beauty.

## Syllabus outcomes

* **PD4-6** recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
* **PD4-7** investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
* **PD4-9** demonstrates self-management skills to effectively manage complex situations

This document references the [PDHPE K-10 Syllabus](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018) © 2018 Copyright NSW Education Standards Authority for and on behalf of the Crown in right of the State of New South Wales.

## Syllabus content

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| Key inquiry question | Syllabus content |
| What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community? | * develop health literacy skills and promote health information that is aimed at assisting young people to address health issues   + evaluate the credibility of media messages conveyed by different sources in terms of bias, reliability and validity, for example media messages associated with fad diets, body image and appearance **S**   + assess health products, information and advertising to expose myths and fallacies, eg understanding food labels, contraceptive products S * plan and use health practices, behaviours and resources to enhance the health, safety, wellbeing and physical activity participation of their communities (ACPPS077)   + research and plan a variety of nutritional and physical activity options to promote the health of young people in the wider community **S**   + investigate different approaches and develop personal plans for promoting their own positive mental health and wellbeing, eg healthy eating S * examine influences on peoples’ behaviours, decisions and actions (ACPPS074)   + review the dietary patterns of young people in relation to the Australian Government dietary guidelines and advice for young people and discuss how contextual factors influence food choices and eating habits S **I** |

## Learning goals and evidence of learning

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| Learning goals | Evidence of learning |
| * Analyse the variety of socio-cultural influences and perceptions related to healthy eating habits. * Recognise healthy eating habits and a positive sense of self have many benefits and are essential for good health and wellbeing. * Challenge messages around eating and diets and assess their credibility. * Recognise that beauty and body ideals are socially constructed. * Analyse messages, images and techniques (filters, air brushing) used by the media, fashion, advertising and marketing industries to create unrealistic images of beauty and ideal bodies. (Dove campaign) * Identify the interaction and relationships between eating habits, body image and mental health. | * Identify reliable sources of nutritional information. * Challenges key messages about eating, diets and nutrition. * Compares their daily intake with the guidelines for healthy eating for young people and identifies strengths and changes to improve health outcomes. * Identifies why healthy eating habits are important. * Describe how sociocultural influences affect food choices in society; and more specifically, what influences them personally and whether these influences are positive or negative. * Use song lyrics to analyse society’s stereotypes in a broader context and reflect on how sociocultural influences may impact on health. * Describes image manipulation through the use of software, filters and apps and links this to reality and the media. * Writes a blog post reflecting on personal opinion and research related to body image, media and eating patterns. * Uses ICT skills to create a television segment for the show What's good for you? * Creates tips and suggestions on how to young people can be better supported in the area of body image and healthy eating habits |

## Sample teaching and learning activities

### Activity 1 - Healthy food habits/sources of nutritional information

1. Introduce the learning sequence and main concepts.
2. Students complete the [Weigh up your lunch interactive game](http://www.goforyourlife.vic.gov.au/hav/articles.nsf/html/index.html). This is a revision of Stage 3 and draws on prior knowledge about the components of a healthy lunch.
3. Individually or as a class, discuss sources of information about eating, healthy food habits and nutrition.
   * Where do you get your ideas, messages and information about what you should eat?
   * Where else can you obtain information about eating and food habits?
   * What influences your ideas about what should make up your lunch and snacks?
   * How do you know what information is accurate and research based?
4. Students create a table to assess and record the accuracy of different sources of information. For example:

|  |  |  |  |
| --- | --- | --- | --- |
| Source | Accurate (Yes/No) | Inaccurate (Yes/No) | Reasoning |
| Parent(s) or carer(s) |  |  |  |
| Siblings |  |  |  |
| Friends |  |  |  |
| Sports coach |  |  |  |
| PDHPE teacher |  |  |  |
| Nutritionist |  |  |  |
| Doctor |  |  |  |
| Media |  |  |  |
| Internet |  |  |  |

1. As a class, discuss healthy eating. Questions may include:
   * Why are some sources of nutrition and healthy eating information more reliable than others?
   * What qualities/ skills/ characteristics/ qualifications should someone look for when assessing the accuracy and reliability of nutritional information?
   * What are the consequences of inaccurate information on the health and safety of individuals and the community?
   * Find one source of inaccurate food and diet information (article, website, diet) and write a review. Explain what is inaccurate about the information and what are some possible consequences of this inaccurate information on the health and safety of individuals and the community.
2. Students keep a journal of food intake for three days, including one day of the weekend. This can be done in written form, using an online app such as [MyFitnessPal](https://www.myfitnesspal.com/) or verbally using an audio app or camera.
3. Using their journal, students select one day of the week and estimate or calculate their energy intake for the day (kilojoules).
4. Students analyse their energy intake. Compare their intake with the [Australian Guide to Healthy Eating](https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating).
   * What are the strengths of your daily food intake?
   * What are some changes which could be made to your daily food intake to more closely reflect the recommendations of the [Australian Guide to Healthy Eating](https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating)?
   * Explain how those changes would impact your overall health and wellbeing?

### Activity 2 - Sociocultural influences

1. Share the definition of sociocultural: “the social and cultural beliefs and behaviours that affect the choices we make”.
2. Students mind-map sociocultural influences on our food choices. Possible responses include: socio economic status, location, peers, family, gender, growing independence, media, education, nutritional value, value for money and sustainability.
3. For each of the sociocultural influences, students evaluate how it influences the food choices of young people. Use a table to record the information. For example:

|  |  |  |
| --- | --- | --- |
| Influences | Positive influence on young people | Negative influence on young people |
| Peers / friends | Peers can have a positive influence on the participation of their friends in physical activity. When a group of young people are regularly active (eg play sport outside school, participate actively and enthusiastically in PE lessons) this can encourage their friends to be active and join in. | A peer smoking is one example of a negative influence. When friends smoke it can encourage others to do the same so they feel like they fit in with the group. |
| Family | Family can have appositive influence on young people’s food choices. If quality foods such as fruits and vegetables are eaten on a regular basis at home through meals cooked and snacks eaten, young people are more inclined to eat as it is a part of their norm. | If families eat a lot of take away multiple times a week, soft drinks etc, this becomes part of their normal and therefore young people are more likely to eat it. |

1. Students answer the questions:
   * What are the three greatest influences on your food choices? Why?
   * Are there such things as foods or eating habits for females and foods for males? Explain. Where do these ideas and messages come from?
   * Australia is a multicultural country. Cultural groups within our society include traditional foods in their diet and provide all of us with a great variety of choice, which is good for our own nutritional status. Why are traditional foods important to a culture?
   * What foods do you eat that reflect your own cultural food habits? Do these foods influence your diet positively or negatively? Explain.
   * What foods do you eat that reflect other cultural food habits? Do these foods influence your diet positively or negatively? Explain.

We can see that there are many influences over our food choices whether that be our culture, friends, family etc. These social cultural factors also influence other aspects of our health including self-esteem, self-perceptions, body image.

1. Sociocultural influences of health - A look at our society. Students listen to the Christina Aguilera song ‘Beautiful’.

Analyse [the lyrics](https://www.azlyrics.com/lyrics/christinaaguilera/beautiful.html) and [video clip from Beautiful](https://www.youtube.com/watch?v=eAfyFTzZDMM) (duration 3:58) Christina Aguilera.

* + What is the song about?
  + What words and images describe a positive sense of self/a negative sense of self?

Other songs which could be used include:

* + [Big Girl (You Are Beautiful)](https://www.youtube.com/watch?v=yDSK91mUNLU) (duration 3:11) by Mika
  + [Try](https://www.youtube.com/watch?v=GXoZLPSw8U8) (duration 3:51) by Colbie Caillat.

### Activity 3 – What is the relationship between our food choices and our bodies?

**There are many things that influence young people’s body satisfaction vs dissatisfaction and one of them is way they look. This often can be linked to food.**

**Background information** – Hormones work to ensure that we consume the right amount of food we need to fuel our bodies each day. They are responsible for signalling to the brain when it’s time to start eating and also when to stop eating. When these signals don’t function properly, this can promote obesity.

Ghrelin is termed the ‘hunger hormone’ and tells our brain that we’re hungry. It is produced by the stomach and its role is to promote appetite, increase food intake and turns food into energy and storage of fat.

Leptin is produced by fat cells when we eat and signals to the brain that we’re full. But Hyper-palatable food (foods that taste so good) cause our body to ignore leptin signals because of the release of ‘feel good’ hormones like dopamine and serotonin in insane amount. This not only leads to addiction but we also go against our body’s balancing mechanism.

**Key message** – Some foods link to emotions and can cause comfort eating or negative energy. If students understand this, they can make responsible food choices, manage their weight and best support their wellbeing.

1. To some extent, the impact of hormones on our hunger and appetite is not controllable. Students identify the factors we can control when it comes to our food choices?
2. Use an online Self-Organised Learning Environment (**SOLE**) to explore this content.

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| **How to run a SOLE session.**  * Organise students into groups. * Groups are to research the question: “How can I choose the right foods to put into my body and how might the environment around me influence this?” * Students organise their own roles within their groups and decide how they will record their responses. * Allocate a process for groups to report back their findings. This could be:   + creating a video and sharing on flipgrid or a class blog   + creating a presentation and delivering to the class via an online platform   + creating a podcast using an interview style to explain their findings. |

1. Discuss body satisfaction vs. body dissatisfaction
   * What would help people to like their own body?
   * Why do some people dislike their own body?
   * Do more males or females experience body satisfaction or dissatisfaction?
   * Who influences people to reflect on their body image?
   * Students brainstorm and record their thoughts about how we can be ‘satisfied’ with our bodies. Use an audio tool or camera to record an interview and post to an online blog or share with a partner.
2. Students use Wordle to create a ‘word cloud’ collage using terms that they associate with body satisfaction and dissatisfaction.

Students use the screen capture or snipping tool to paste and save a copy of the word cloud. Share and compare with their peers.

### Activity 4 – Body ideals – realistic or not?

1. Students explore the [Dove self-esteem project](http://selfesteem.dove.us/). Watch one of their short films, for example
   * [Amy](https://www.youtube.com/watch?v=bjArfCjNuc8) (duration 0:59) – shows a young boy who is interested in hanging out with Amy. The message is that Amy can identify her multiple flaws, yet the young boy does not see one.
   * [Change one thing](https://www.youtube.com/watch?v=L6isTxQ_j_U&index=2&list=PLct19d3Dm92mmMNnQg1fWX7ctmwXCHQ-9) (duration0:46) – interview young girls about what they would change about themselves if they could. The message is that everyone wants to change something about themselves but why?
   * Why do you think Dove have created a campaign for improved self-esteem and real beauty?
2. Students explore Australian society’s ideal male and female bodies and challenge whether these are these realistic or not.
   * Students create a media portfolio which includes at least 8 sources of stimulus, including images, advertisements, video clips, social media posts and other stimulus material designed or targeted at young people.
   * For each item in the portfolio, students record:
   1. what they notice about the stimulus
   2. the messages about bodies, beauty or health it sends a young person
   3. whether these messages are credible, valid and reliable and why
   4. what impact these messages might have on a young person’s eating habits, sense of self, body image or perceptions of beauty?
   * Australian comedian Celeste Barber uses her profile to create parodies of modern celebrity and the unrealistic expectations of beauty, bodies and social media.
   1. Students watch the video [Celeste Barber video collection](https://www.youtube.com/watch?v=HRhwnlGn-eA) (duration 3:31) or an episode of [Celeste Barber #challenge accepted](https://iview.abc.net.au/show/celestechallengeaccepted) through ABC iView and answer the following questions.
   2. What do you notice about the videos?
   3. What are the messages about bodies, beauty or health being portrayed to young people and how is Celeste challenging these?
   4. Are these messages credible, valid and reliable and why?
   5. What impact might these messages have on a young person’s eating habits, sense of self, body image or perceptions of beauty?

#### Extension

* Student select one piece of stimulus from their media portfolio and create their own parody. Share through the class established online platform for other students to view.
* Students answer the question: Who should young people listen or respond to when it comes to images and perceptions of bodies? Explain how these sources might influence young people’s person’s eating habits, sense of self, body image or perceptions of beauty for example peers, media?

### Activity 5 - Airbrushing in Action!

1. Students watch the following Dove videos.

* [Onslaught](https://www.youtube.com/watch?v=9zKfF40jeCA) (duration 1:19) – Shows how many media messages about beauty and appearance a young girl would be exposed to before high school. The message is aimed at the parents of young girls and the message is "Talk to your daughter before the beauty industry does".
* [Evolution](https://www.youtube.com/watch?v=KN2yunRynks) (duration 1:14) – Shows the art of Photoshop and how our views of beauty are distorted by how the media touches up images to build unrealistic images of natural beauty.

1. Students:

* Predict the motive behind these videos. Who is the targeted audience and why have they been targeted?
* Determine which video was the most effective in critically analysing the effect of the media on body image. Why was it the most effective?
* Analyse what types of media are actively or passively involved in the portrayal of specific body types. Which media are the most frequent offenders?
* Explain the effect these videos have on your understanding of the media and how it influences body image.

1. Students access a class online space to write a reflection on the following questions.

* What techniques are being used by the ‘beauty’ industry and social media to digitally manipulate images appearing in media?
* What software programs and apps can be used to manipulate images in a similar way?
* What impact does this manipulation have on a young person’s perceptions of reality?

#### Extension

* Interview a classmate, family member or member of the school community and develop a podcast that analyses the effects of the media on teenagers’ self-esteem.
* Write a blog post critically analysing the media’s influence on body image ideals.
* Students write an email to a magazine editor or to the developers of Instagram to discuss and explain:
  + the images and topics portrayed and their opinion on whether these are realistic and representative of the general population
  + how and why these images may be harmful to the audience (students are to include specific examples and say why they believe they are harmful)
  + what they believe the moral obligations editors/ hosts have to consumers are (e.g. put the health of individuals before profit, ensuring that images are not altered or digitally enhanced) and why editors/ hosts have moral obligations
  + their suggestions as to what type of images and articles the magazine/ platform should include to promote wellbeing.

### Activity 6 - Impacts of unhealthy eating/diets & dieting

1. Students record in a mindmap or brainstorm, what they know and what they want to know about diets and dieting.
2. Read the article [Weight loss and fad diets](https://www.betterhealth.vic.gov.au/health/healthyliving/weight-loss-and-fad-diets).
3. Students answer the following questions using the information from the article.
   * What do many of today’s popular diets take advantage of?
   * Doctors consider diet supplements risky for teens? True or False
   * Skipping meals or replacing meals with a special drinks or food bars is an effective method of weight loss? True or False
   * What does the term ‘gimmick’ mean?
   * How does starving the body of water lead to weight loss?
   * A low carbohydrate diet is a healthy way to lose weight? True or False
   * What are some of the pressures on young people to lose weight?
   * Is dieting more of an issue for males or females?
4. Students develop a teenager's guide to maintaining a healthy weight. Create an original and engaging visual one-page representation. Students can choose which software program they would like to use.
5. Making a change. A personal plan

Students identify a personal goal from what they have learnt in the unit so far, for example, in relation to body image, healthy eating, perception of the media and body image.

Use the [Kids Health Making a change interactive guide](http://kidshealth.org/misc/javascript/js_apps/planners/making_a_change_module.html), students create a personal plan

### Activity 7 - Production for television segment

1. In small groups, create a television segment for a YouTube Health and Fitness channel.
2. Each person in the group is allocated a role (examples include Doctor / Nutritionist / Dietician, female teenager, male teenager, parent, media).
3. The segment should go for up to two minutes and involve a combination of still pictures, video and narration. It is targeted to teenagers and should include:
   * factors influencing eating habits and how young people can be affected.
   * why healthy eating habits are important for young people
   * tips and suggestions on how to young people can be better supported in the area of body image and healthy eating habits.
4. Students present their segment or share online via a class blog. Students critique their peers work. Develop a shared criteria and guidelines for critique.