Unit Title:	9.2 Brain Food	**Stage/Year:**	Stage 5, Year 9
Strand(s):	Strand 3: Individual and Community Health	**Unit length:**	5 lessons

Unit Description:	This unit provides an examination of how mental health can influence food choices. Particular focus is placed on promoting healthy food behaviours, increasing awareness of disordered eating and its effects, as well as identifying strategies that support mental and physical health.

Major outcomes A student:	**Evidence of Learning** A student:
• 5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people • 5.8 critically analyses health information, products and services to promote health	• Understands the labelling laws and marketing strategies, through the presentation of assignments • Accesses and analyses food choice information through the use of technology • Creates a new health food product that meets labelling and packaging requirements • Expresses knowledge about disordered eating, its impact and available support
Contributing outcomes	
• 5.12 adapts and applies decision-making processes and justifies their choices in increasingly demanding contexts	

Cross Curriculum Content	✓	**Key Competencies**	✓	**Catholic Dimension:**
ICT	✓	Collecting, Analysing	✓	This strand focuses on issues related to personal and community health in order to evaluate the health decisions and behaviours of young people, and to minimise harm to self and others. The Catholic Christian tradition teaches that health and wholeness are not only primary values for human beings but are basic conditions leading to human happiness. During his ministry, Jesus healed in order to remove obstacles to a person's awareness of God's presence and to draw out a new response to God's love. Nevertheless, both Jesus and the Catholic tradition maintain that it is not necessary to be completely well or healed of sickness in order to have a close relationship with God. Health and well-being is focussed naturally and appropriately on the human body and the human community, but the deeper dimension of this is the health and well being of one's relationship with God.
Work & Employment		Communicating Ideas	✓	
Aboriginal & Indigenous		Planning	✓	
Civics & Citizenship		Working with others	✓	
Difference & Diversity		Work mathematically		
Environment	✓	Solving problems	✓	
Gender	✓	Work with ICT applications	✓	
Literacy	✓			
Multicultural				

Students learn about:	Students learn to:
Students learn about: • **Mental health** - help-seeking behaviours - reaching out; helping yourself and helping others • **Healthy food habits** - sources of nutritional information - disordered eating and body image - diets, dieting, exercise and energy balance • **Health consumerism** - developing critical literacy skills - influences on selecting health products and services • **Nature of health knowledge** - changes in health knowledge and keeping current - dealing with uncertainty - accessing accurate information • **Factors influencing access to health information, products and services by young people** - skills to access health information, products and services - availability of health information, products and services	• explore the relationship between body image and gender, and the impact of the media on the manufacture of the ideal male and female body types • investigate factors that influence food choices, eg culture and customs, gender and media • develop and apply criteria to assess the claims made by a range of healthproducts and services • locate health and support services in the local area that promote and maintain the health and wellbeing of young people, eg routine health care, crisis accommodation, support for pregnant and parenting students, counselling regarding problem gambling • identify how and why health knowledge has changed and propose actions that may assist young people to manage the constantly changing nature of health information

Teaching, learning and assessment activities	Resources
Links between mental health and healthy food habits	
• **Brainstorm and graffiti wall** – place the terms 'mental health' and 'healthy food habits' on poster boards/butchers paper on opposite walls of the room. Students are invited to write on each poster board their own perceptions and ideas about these terms. One student at each poster board then interprets the range of comments and provides a summary to the class in order to generate further discussion. The question is then posed to the class, 'what is the relationship that may exist between mental health and eating patterns'?	
• **Small group talk time** - Examine personal experiences in response to stress. In small groups, students discuss for 5 minutes the following statement: 'Stress in our lives leads to poor eating habits'.	
• **Background information** – complete relevant tasks contained in the resources *Totally gorgeous*, *Nobody's perfect* and *Unreal images.* eating disorders and obesity	Totally Gorgeous Nobody's Perfect Unreal Images
• **Find and share** – students find information related to disordered eating. For one specific disorder they identify the nature of the disorder, the groups most affected, mental and physical impacts, and available support. Students then share this information verbally with one other student.	*Jump into PDHPE Book 2* p128-135
• **Jigsaw** – Teacher selects excerpts from the book *Bronte's Story* that demonstrate the following themes: resilience, overcoming adversity, accessing support networks and taking on the role of an advisor. In 4 groups students explore these themes. Each group reads the relevant excerpt and presents their findings to the remainder of the class.	*Bronte's Story*
Media link	
• **Media review** - Collect a selection of food related images from a variety of media sources. Analyse the intended and unintended messages these images present. Pose the question, 'How might images in the media contribute to disordered eating?'	
• **(A) Research and diet analysis** –Establish an overview of healthy food options and dietary guidelines through research. Students collect a range of published diets of varying quality. Identify the good, the bad and the ugly ones of these published diets and critically analyse them. Pose the challenge, 'Predict the potential outcomes of adopting these diets'.	www.health.gov.au www.health.nsw.gov.au www.schoolcanteens.org.au www.nutritionaustralia.org sample diets and advertisements from the mass media

FEEDBACK – peer and teacher verbal feedback is provided regarding the appropriateness of diet evaluations. Teacher written feedback according to set criteria and guidelines is also provided. **Packaging and Labelling** • **Research and report** – Students research the topic: 'What laws and guidelines are in place regarding labelling and packaging of food products?' Taking on the role of a journalist, students then construct a factual report that clearly outlines legal and food industry standards. • **Debate** – Topic: Companies should have the right to label, package and market their products in any way they choose. • **(A) Creating a new health food product** – in pairs, students design, create and market a new health product. They need to follow the laws of packaging and labelling and market their product effectively. *FEEDBACK*: *Teacher written feedback according to set criteria and guidelines.* • **Presentation –** Students present their health food product to the class. *FEEDBACK* - Peer feedback is provided by appraisals that evaluate the appeal of this health food product to young people.	