Unit Title:	8.5 Young Consumers	**Stage/Year:**	Stage 4/ Year 8
Strand(s):	Strand 3 Individual and Community health	**Unit length:**	10 lessons

Unit description:	This unit will enable students to identify agencies and health services for consumer health and nutrition. They will critique a range of health products, services and facilities to promote physical activity and nutrition. Students will recognise the influences on food choice and examine the relationship between diet, physical activity and health.

Major outcomes A student:	**Evidence of Learning** A student:
• 4.6 - describes the nature of health and analyses how issues may impact on young peoples. • 4.8 - describes how to access and assess health information products and services. • 4.12 - assesses risk and social influences and reflects on personal experience to make informed decisions.	• provides a written critical analysis of the issues involving the Super Size Me documentary and McDonalds response, demonstrating an understanding of both sides of the argument. (4.6, 4.11) • conducts an independent research that will enable peers and self to be more proficient in regard to accessing and assessing health information, products and services. (4.6, 4.8, 4.11) • clearly argues their point of view in a Mock Trial situation. (4.6, 4.11, 4.16) • verbally demonstrates problem solving skills in class discussion in regard to the PowerPoint presentation. (4.6, 4.8, 4.16) • clearly presents the findings of their treasure hunt through oral presentation utilising PowerPoint. (4.6) • demonstrates an understanding of the relationship between diet, physical activity and health, the dietary guidelines and healthy food habits through participation in the class picnic, menu planning and web based teaching strategies. (4.6, 4.8, 4.12)
Contributing outcomes A student:	
• 4.11 - selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations. • 4.16 - clarifies the source and nature problems and draws on personal skills and support networks to resolve them.	

Cross Curriculum Content	✓	**Key Competencies**	✓	**Catholic Dimension:**
ICT	✓	Collecting, Analysing	✓	**Strand 3 - Individual and Community Health:** 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.
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:
• **Accessing health information, products and services** - sources of health information eg family, peers, school, Internet, media, GP - range of products, services and personnel available - factors affecting access, eg culture, location - reasons for preferred services and products	• identify health information, products and services designed to address the needs of young people, eg mental health, youth health services • examine strategies to improve access to health information, products and services
• **Assessing health information, products and services** - purpose of health information, products and services - cues for reliability and accuracy - traditional and alternative approaches to health care - consumer protection	• analyse electronic and print sources of health information and describe specific cues that indicate their reliability and accuracy • critically analyse food labels and advertising to determine nutritional value and to expose myths and fallacies • critique a range of health products and services that make substantial claims for success eg: fast and effortless weight loss • Identify agencies that provide consumer protection regarding health products and services for young people
• **Healthy food habits** - defining healthy food habits - nutritional requirements - the relationship of food habits to health - cultural and social meanings of food - relationship between diet, physical activity and health	• design a realistic weekly plan for a family that reflects healthy food habits • recognise the cultural and social influences on food choices

Teaching, learning and assessment activities	Resources
• **Brainstorm;** as a whole class identify health information, products and services designed to address the needs of young people under these three headings following research into these areas. Record the students' ideas on 3 separate sheets of paper and place in an area of high visibility. Explain the focus of the unit will be healthy eating and the relationship between diet, physical activity and health. • **(A) Independent research**: randomly assign students to small groups to enable them to work on independent research over the next 2 weeks. Students are to research, select and compile a dossier that could assist a young person in accessing and assessing health information, products and services specific to diet and physical activity. In addition to the group work component students write an individual report based on their findings and how healthy food habits are influenced by factors such as culture, education, religion etc. *FEEDBACK – within the group they are working in students peer assess using set criteria. Once the research is complete students self – assess their role in the process and how their own patterns of healthy eating and physical activity contribute to personal health. Teacher feedback via comments on the individual report and dossier submitted at the end of two weeks.* • **Youth advocacy project:** students form teams based on skills needed to be an advocate eg communicator, campaigner, creative input, researcher. Students propose and plan one strategy to improve access to health information, products and / or services in regard to healthy food habits. This should take into account factors affecting access such as location and culture and what to do if dissatisfied with a particular service or product. The school canteen may be a useful focus with information currently available on the *Fresh Tastes* project. • **Questionnaire:** as part of this project students need to conduct a questionnaire to find out first where peers currently obtain their health information, what health products and services are used and how credible they believe the information to be / how they regard the product or service. Students also investigate why peers prefer certain products or services. The focus of this investigation is nutrition, healthy eating and physical activity. Based on the findings students target one aspect of health information, products or services that peers need to be better informed about. The plan of the strategy may take any form eg PowerPoint presentation, song, poster, talk or movie. • **(A) Nutritional requirements:** students record their dietary patterns for a four day period and then examine the nutrition Australia website for the cues for authenticity and reliability and to evaluate their own eating patterns. Students use the *Dietary Guidelines for Children and Adolescents in Australia (2003)* to do this. Students make recommendations for how their dietary habits could be improved and indicate how they compare to the guidelines by way of a short report.	*Jump into PDHPE* Book 1 (2nd edition) Chapters 3 & 15 http://www.nutritionaustralia.org/ www.schoolcanteens.org.au

FEEDBACK – student self-assesses the adequacy of his / her diet and makes recommendations. Teacher provides suggestions about steps to take and how well students have analysed the diet in regard to the diet guidelines. • **(A) Class picnic:** students plan to have a picnic at lunch time. As a class students agree to bring part of a hamper for a picnic. This needs to be done so that the class satisfies the requirements of the dietary guidelines. In addition students may bring food that represents their cultural heritage. At the picnic students who have been able to do so discuss the significance of the food for their cultural background. *FEEDBACK – peer feedback about the appropriateness of hamper items and dishes. Self- reflection about how food choices at the picnic met the dietary guidelines.* • **(A) Menu planning:** students imagine that their mothers have gone away and they have the task of planning the weekly food menu. They get to choose what is for dinner each night and what will be on the menu for breakfast. The only catch is it needs to follow the dietary guidelines and take into account the ages and energy demands of family members. Make notes about the types of meals to be catered for and then actually create the menu for the week. Dishes need to have creative and tantalising names. On the back of the menu students justify the food choices. *FEEDBACK – peer assessment about how appealing the menus are and how to make them more appealing.*	
• **Case Study:** students watch relevant clips from the movie *Super Size Me*. It may be necessary to get written parental permission to do so. Alternatively, students visit the *Super Size Me* website to gain relevant information about the documentary. Students analyse the response of McDonalds to the documentary by referring to the official response on their website. This analysis will also involve comparing the dietary intake associated with consuming one meal at McDonalds (information also available on website) to Recommended Daily Dietary Intake guidelines. In addition, research the behaviour in the documentary *Super Size Me* with regard to physical activity guidelines if possible. • **(A) Research Report:** report the findings from the above case study in the form of a research report. This report should critically analyse both sides of the argument and present the students final conclusions with regard to the issue. The report also needs to draw conclusions about the potential impact of food habits on health. No more than 2 pages in length. • **Class Mock Trial:** based on the information presented in the documentary a Mock trial will take place with McDonalds suing the producers of the movie for slander. Students will be asked to nominate a side of the argument and will prepare to legally represent either McDonalds or the Super Size Me producers. Once the legal teams are	http://www.supersizeme.com/ www.mcdonalds.com.au Internet access

selected other members of the class will be allocated the roles of judge, witnesses, court reporter and jury. • **Treasure hunt:** students undertake a directed search of the Internet analysing specific health products or services. Students may choose from the following: - weight loss diets. eg compare the impact on health of the *Atkins Diet* and Low GI diet. - Private Health Insurance: What are the best options for young singles 18-25 years. - strength Training Supplements eg protein powders, creatine supplements. Are they effective? What are the long term effects? - alternative health approaches eg acupuncture for chronic injury - value for money gymnasiums in their local area. Outlining services and quality provided versus cost. • **(A) PowerPoint Presentation:** Students present the findings from their treasure hunt to members of the class via PowerPoint and oral presentation.	Computer Data projector PowerPoint