

PDHPE

Stage 3

Food decisions

Activity context

Food is not just a source of nutrients. It is important for good social and emotional health as well as physical health. Food and eating are part of the way people live their lives. This activity has been designed to encourage students to make informed decisions about food and promote positive attitudes towards fruit and vegetable among primary school-aged students. This activity is adapted from the *Crunch & Sip*® resource.

Syllabus links:

- PHS3.12 Explains for consequences of personal lifestyle choices
 - describes the factors that influence personal health choices
- DMS3.2 Makes informed decisions and accepts responsibility for consequences
 - evaluates personal decisions relating to food choices.

Notebook page	Activity
<p style="text-align: center;">Food decisions</p>	<p>As a class, brainstorm the factors that influence student choices of foods. Responses may include: price, preparation time, convenience, friends, parents, allergies, advertising</p> <p>Record the students' responses on the board.</p> <p>Ask students:</p> <ul style="list-style-type: none"> • how do they influence you? • is it something you can change? • how strong id the influence?

Taste is the most important consideration when choosing food



Place three signs around the room - *agree*, *disagree* and *unsure*.

Display slide. Ask students to move to the sign that best describes their reaction to each statement. After the students read the statement, allow students time to discuss and justify reasons for their stance with someone who is standing close to them.

Select relevant statements to discuss with the class in more detail.

I would always choose to eat a hamburger over a salad roll



What I eat is largely influenced by what my friends eat



What I eat is largely influenced by what my family eats



Takeaway or convenience foods are an important part of my diet



I like to try things I see advertised



Repeat for each statement

In pairs, ask students to devise two of their own statements about the food decisions they make. Each group share their statements with the class and discuss.

Assessment strategies:

The teacher:

- observes and analyses student interaction and responses during group discussions.

Assessment criteria:

Annotate students overall ability to:

- analyse personal food intake
- identify the effects of their decisions on themselves
- accept responsibility for their decisions.

These criteria relate to outcomes PHS3.12 and DMS3.2

The Notebook files for each student can form part of your assessment to inform your teaching and captures "point in time" learning.

