

➤ FOOD CHOICES: WHAT GETS US IN?

Target Group: **Year 7**

Australian Curriculum Reference: **English**

Literacy

- + Interacting with others using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and at appropriate length, asking questions about stated and implied ideas, and restating and summarising main ideas.
- + Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1808).

LESSON SUMMARY

Students will interact with consumers to investigate and discuss the reasons behind our food choices. They will digitally collate the group's findings and draw conclusions.

Following the research component they will plan and develop a volunteer information session for a primary school class.

LESSON CONTENT AND METHODOLOGY

- + Ask students to think about the reasons for consumer food choices such as nutritional knowledge, labelling, taste, appeal and cost. Inform students they will be designing and conducting a survey that they will use to collect information from actual consumers.
- + Introduce the idea of volunteering, noting that volunteering is when someone does something in the community to help other people and is not paid for that effort. Advise students that they will be volunteers in this activity. Ask the question: *How will you be helping others by doing this work?*
- + Arrange students into groups to develop surveys designed to investigate consumer food choices (note consumers will be prompted to provide their responses in relation to a range of products). Topics and questions to ask consumers could include the following.
 - + Rank the sugar content of these food products from highest to lowest.
 - + Which food product do you think is the most nutritious?
 - + Which food presentation or packaging appeals to you the most?

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- + Select different settings for the surveys to take place. Possible locations could include the school playground, supermarket (with permission) or health gym (with permission). You might also want to consider surveying differentiated age groups, to see how responses vary based on age.
 - + Select a range of products with varied sugar levels, nutritional values and types of presentation or packaging. You can use actual products or images to prompt consumers. Visit your chosen locations and ask consumers the survey questions the groups have developed. Note the responses provided by consumers.
 - + After conducting your survey, engage each consumer in an interactive discussion using questions such as the following.
 - + What surprised you about the sugar content in these products?
 - + Did you rely on what you already knew about the products to make decisions about their nutritional value, or did you rely on the packaging and the way it appealed to your senses?
 - + How much influence do you think packaging has on the food choices you make?
 - + What influences you the most when you choose food?
 - + Work with the class to collate and represent survey results using graphs and charts created in Excel. Draw conclusions from your research, for example:
 - + consumers are/are not aware of the sugar content in food products
 - + consumers have/do not have good nutritional knowledge of food products
 - + consumers are/are not easily influenced by food presentation/packaging
 - + consumers are/are not influenced by the cost of food products.
 - + Present survey findings to class and engage in discussion. Compare conclusions from each group's findings.
 - + Plan an information session with a primary school class. Advise students they will be volunteers, visiting classes as guest speakers and tutors. Lead a discussion about what being a volunteer in a classroom entails, including how volunteers should act and what authority and responsibilities they have.
 - + Each group selects one factor such as nutritional knowledge, labelling, packaging or cost that can influence our food choices.
 - + Groups design, develop and present a short multi-media infomercial and an interactive game for a primary school class, to raise awareness of what drives our food choices.
 - + Students return to class and reflect on their experience as volunteers. Engage class in a discussion, asking questions such as the following.
 - + Did you find the task difficult or easy? Why?
 - + How did you feel teaching the students something new?
 - + Did anything happen that you weren't expecting?
 - + What other volunteer activity might you do that involves teaching skills and knowledge to younger students?

ASSESSMENT

Teacher to determine appropriate assessment.

RESOURCES

Creating surveys

- + Survey example: www.surveymonkey.com
- + Survey example and templates: www.smartsurvey.co.uk/survey-templates

Using Excel Spreadsheets/collating data

- + *How to make a bar graph in Excel:* www.youtube.com/watch?v=vV6WreL9wxo
- + *Easy way to make a graph in Excel:* www.youtube.com/watch?v=8B8kFVNzIQ8
- + *How to make a pie chart:* www.youtube.com/watch?v=OlgrdcP_1ug