# Nutrition problem solver – Stage 4

Duration: 1-2 lessons (50-60 minutes in length)

## Educative purpose

When we critically sources of health information, we add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to our ability to identify components and the relationship between them. In essence we are being active. We are not passively accepting everything we read and hear, but questioning, evaluating, making judgements, finding connections and categorising. It means being open to other points of view and not being blinded by our own biases.

In this activity, students will work as a group to solve a nutrition related problem. They will create a campaign and marketing strategy to address a food and nutrition related issues facing experienced by young people. This will assist students to develop and refine their health literacy skills.

## Syllabus content

* **PD4-8** plans for and participates in activities that encourage health and a lifetime of physical activity
* **PD4-9** demonstrates self-management skills to effectively manage complex situations

All outcomes referred to in this unit come from [PDHPE K-10 syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

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| Key inquiry question | Syllabus content |
| How can I effectively manage my own and support others’ health, safety, wellbeing and participation in physical activity? | * 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   + design and implement health promotion activities, using ICT tools as appropriate, targeting preventive health practices relevant to young people S I   + examine marketing strategies to determine the influence they have on young people’s attitudes, behaviour and perceptions of health, eg healthy food habits S |

## Learning activity description

## Activity: How can we solve the problem?

The [2013 Australian Dietary Guidelines](https://eatforhealth.govcms.gov.au/sites/default/files/content/The%20Guidelines/n55j_australian_dietary_guidelines_poster.pdf) include the guideline that Australians “enjoy a wide variety of nutritious foods from the five food groups every day and drink plenty of water”. The guidelines include minimum recommended numbers of serves that the population should usually consume to satisfy their nutrient requirements and minimise diet related chronic disease risk.

According to the [NSW School Physical Activity and Nutrition Survey](https://www.health.nsw.gov.au/heal/Publications/spans-2015-full-report.PDF) (2015), many children and young people are not meeting their recommended minimum number of serves for any of the five food groups from non-discretionary food sources.

Here are some findings from their research.

* 79% of children and adolescents met the recommended daily intake of fruit (i.e., 2 serves/day).
* 7% of children and adolescents met the recommended daily intake of vegetables (i.e., 5 serves/day).
* 10% of children and adolescents ate fried potato products three or more times/ week.
* 32% of children and adolescents ate potato chips three or more times/week.
* 48% of children and adolescents ate processed snack food products three or more times/week.
* 27% of children and adolescents ate confectionery three or more times/week.
* 31% of children and adolescents ate ice cream or ice blocks three or more times/week.
* 59% of children and adolescents drank whole milk; 27% drank low/reduced-fat milk.
* 16% of children and adolescents drank one or more cups of fruit juice daily.
* 9% of children and adolescents drank one or more cups of soft drink daily.
* 2% of children and adolescents drank one or more cups of sports drinks daily 11% of children and adolescents drank energy drinks at least once/week.

From this research we can clearly see something needs to be done to improve the health and nutritional outcomes for young Australians.

To solve this problem, students work in groups of 3. This can also be done individually if collaboration and group work is not possible.

Students:

* create an original, innovative health promotion campaign that targets a nutritional health issue young people face. This should include a name for the campaign, an aim, a slogan, logo, the target audience (include what age groups you are targeting) and a brief introduction on the nutrition issue (statistics).
* develop a marketing strategy for the campaign and how it will be delivered and communicated
* provide an example piece of advertising material from their campaign (billboard poster, video advertisement, website homepage, recorded song/jingle, song/jingle lyrics)
* justify why and how their health promotion campaign will be effective and in what ways will it impact their target audience?
* present their health promotion campaign to the class in a five minute (+/- 15 seconds) pitch. This can be done live (online platform delivery or in a class) or recorded as video or audio with images/ presentation and shared with the class or shared via the online platform.