

Classroom activities

Stage 3 / Lesson two



Learning Outcomes

A student:

- **PHS3.12** Explains the consequences of personal lifestyle choices.
- **MA3-18SP** Uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables.
- **EN3-2A** Composes, edits and presents well-structured and coherent texts.



Resources and Preparation

Resources

- Optional – food magazines – 1 per student. Students could bring magazines in from home.

Preparation

2–3 weeks prior to lesson:

- optional – request students and school families to provide food magazines.

Duration

55 minutes (first lesson)

35 minutes (second lesson)

How Much Fruit & Veg?

Students investigate the role of food advertising in relation to fruit and vegetables.

Introduction (10 mins)

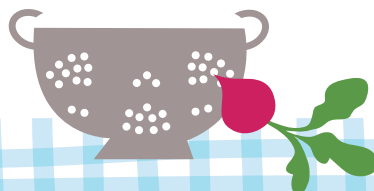
- Advise students that only around 5% of Australian adults and children eat enough fruit and vegetables. The World Health Organisation states low fruit and vegetable consumption as one of the top 10 risk factors for preventable deaths.
- Ask students to brainstorm why they believe Australians aren't eating enough fruit and vegetables.
- Advise students that they will be looking at one factor that may influence the amount of fruit and vegetables we eat – advertising.

Activity

First lesson (45 mins)

1. Ask students to brainstorm the role of advertising. Why do businesses and organisations advertise their products? Based on this discussion, ask students what they believe is the role of food advertising and why?
2. Ask students to brainstorm some of the food ads they have seen on TV, heard on the radio or seen in magazines recently – what foods are they for? Make a list up on the whiteboard. As a class, look at the list and determine if any are for fruit and vegetables. Ask students how the lack of fruit and vegetable ads might influence people's food choices.
3. Advise students that they will be determining what proportion of food advertisements in a chosen medium are for fruit and vegetables.
4. Advise students that they can choose to investigate the proportion of food advertising in food magazines, on commercial TV or on commercial radio.
Note: you may opt to provide food/cooking magazines so that students can conduct the investigation within class time. Provide one magazine per student.
5. Discuss as a class what information you will need to collect in order to determine what proportion of food ads are for fruit and vegetables.
6. Students develop their own data collection sheet. To ensure simplicity, advise students to classify ads as either 'fruit or vegetable ad' or 'other food ad' and not to count non-food related ads.
7. Students complete task either at home or in class.
Note: allow extra time if investigative activity is done in class.

How Much Fruit & Veg activity continued >



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Resources and Preparation

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Second lesson (15 mins)

8. Ask students how they found the activity. Did they find it challenging? Were there any surprises?
9. Using their data, students determine the proportion of food ads that were for fruit and vegetables.



Conclusion (20 mins)

Class discussion on their findings and what suggestions they have for change. Students write a short persuasive text on the activity and their suggestions for change.

Note: to ensure success, advise children of the best times to watch TV or listen to the radio for food ads.

TV – 5 pm to 9 pm. Aim for approximately 30–45 mins of viewing time.

Radio – late morning, lunchtime or early afternoon. Aim for approximately 30–45 mins of listening time.

Assessment

- For:** Student contribution to group discussions.
- As:** Student develops data collection method, collects and analyses data.
- Of:** Quality of student work.

Differentiation

- Extend:** Student measures advertising over a number of different time slots (or varying food magazines) and compares results.
- Simplify:** Students complete task in mixed ability pairs or small groups. Students complete a lower stage activity. Teacher records food ads over a given time period and students complete task as a group.

School/Home Link

Families measure the proportion of food ads that are for fruit and vegetables while watching a sporting event on TV. Students report back to the class.

