

# SHOP FOR YOUR LIFE

HEALTHY SHOPPING WAS NEVER SO MUCH FUN!



## STUDY GUIDE



[www.dpt.org.nz](http://www.dpt.org.nz)



# *SHOP FOR YOUR LIFE*

## *Introduction:*

The **Diabetes Projects Trust (DPT)** is an independent Charitable Trust established in 1992. The DPT provides a range of activities and services aimed towards achieving its mission statement, which includes the aim "...to reduce the incidence of diabetes and its tissue damage within New Zealand...." DPT also aims for its activities to be consistent with the current national health priorities of diabetes and obesity prevention, particularly the NZ Ministry of Health's Healthy Eating - Healthy Action, Oranga Kai - Oranga Pumau (HEHA) strategy.

This school curriculum-based booklet is intended to support teachers and facilitators in using the DVD *Shop for Your Life*. This was developed to fill an identified gap in information for a range of ages, including young people and their families, on how to shop for food in a healthier manner.

*Shop for Your Life* takes a fun approach to health promotion. When Annie and Eddie find themselves winning a "dream" shopping trip with their parents, they get a lot more than they bargain for. The film takes the family on a whirlwind guided tour through a surreal supermarket, looking in an entertaining way at some important and sometimes hard-to-communicate subjects, such as portion size and label reading, and how much fat, sugar, or fibre is in food. The messages are highlighted by surprise appearances of a well-known guest (a sports personality).



The DVD also includes a second film called *Stay in Touch*. In this film a boy called Sam, who has an unhealthy lifestyle, is made to start listening to concerns from his body when various body parts start TEXT-messaging him about making better choices.

It is hoped that both *Shop for Your Life* and *Stay in Touch* offer an entertaining, cost-effective, and curriculum-friendly way to provide accurate information that will help to encourage students and others to make healthier lifestyle choices - particularly with regard to food - and ultimately to develop better long-term lifestyle habits.

***NZ Curriculum note:** This programme has been designed to fit within the Health and Physical Education curriculum as at July 2007. However, portions of it may also be suitable for teaching within the Food Technology and Social Studies curriculums. It is also suitable for use outside the school setting, and for a wide range of ages.*

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## Learning Activities

This booklet contains ideas for Health Education activities that work in conjunction with the DVD *Shop for Your Life* (and additionally, *Stay in Touch*), made by Point of View Productions and Diabetes Projects Trust.

The activities have been developed to reflect the type of learning expected of students achieving in the Health and Physical Education Learning Area, and at Level 4 of the curriculum (approximately years 7-8). However, the activities can be adapted to suit other levels of learning prior to and beyond Level 4.

The activities consider the underlying concepts on which this Learning Area has been developed, that is;

- hauora, a holistic concept of well-being;
- attitudes and values (respect for self, others, and society, and developing a sense of social justice);
- health promotion based on the principles of the Ottawa Charter and collective action; and
- a socio-ecological perspective which considers the many inter-relationships between individuals, other people they live and work with, and the wider community (and all the political, economic and cultural influences affecting the well-being of communities).

It is intended that the DVD (or DVDs) be screened and a selection of the activities used as *part of* a unit of learning related to food and nutrition.

## Learning Journal Entries (personal writing)

Each activity contains ideas for tasks that students can complete and document in their learning journals (workbooks or portfolios) as evidence of their learning and achievement of the intended learning outcomes.

The Ministry of Education resource *The Curriculum in Action: Choice Food! Food and Nutrition: Years 7-8* (Learning Media, 1999) is one resource teachers will find useful for interpreting the Level 3 and Level 4 Achievement Objectives in food and nutrition learning contexts. This resource also provides teachers with a range of other learning experiences that could make up a unit of learning incorporating these videos and the accompanying activities.

NB. This booklet was sent to schools with Year 7-8 students in 1999. Further copies can be obtained from Learning Media ([www.learningmedia.co.nz](http://www.learningmedia.co.nz)).

Additional resources and sources of information that teachers may find useful are noted with the activities.

For further information about government policy statements related to healthy eating in New Zealand, teachers can access the **Health Eating - Healthy Action (HEHA)**, **Oranga Kai - Oranga Pumau** documentation directly from the Ministry of Health website [www.moh.govt.nz](http://www.moh.govt.nz) by searching Health Topics (Health Eating Healthy Action).

*The activities in this booklet have been prepared by Jenny Robertson, Health Education specialist, Auckland, 2007.*



## Activity 1: Healthy Eating and the Concept of Hauora

### Intended Learning Outcome

Students will describe how food choices and lifestyle factors contribute to the well-being of children (and/or teenagers) (achievement objective link 4D1).

### Links to Key Competencies in the New Zealand Curriculum – Thinking.

Students will think reflectively and critically to develop understanding about the food-related factors that contribute to the well-being of children (and/or teenagers).

Introduce the activity by revisiting Mason Durie's whare tapa wha model of hauora from the Health and Physical Education learning area. (See the H&PE community pages at [www.tki.org.nz](http://www.tki.org.nz) for a range of materials that explain and apply the whare tapa wha model.)

Check that students are developing an understanding that:

- Well-being (using this model) consists of four aspects or dimensions – physical, mental and emotional, social and spiritual\* well-being - taha tinana, taha hinengaro, taha whanau and taha wairua.
- These aspects are inter-related – what affects one aspect of well-being will also affect other aspects.
- All aspects of well-being must be in balance for a person to be 'healthy'. For example, a person who is physically fit and eats only healthy foods but has a lot of conflict in their life, who cannot communicate effectively in social situations, and who feels stressed and depressed about their life, is not 'healthy'. In other words, this is a holistic model for understanding well-being.

*[\*Spiritual well-being: In the context of food choices, students need to be developing ideas about spiritual well-being broader than ideas that link food only to certain religious practices. They should work with the understanding that spirituality is about those things that give a person's life meaning and purpose, that provide a sense of belonging and connectedness, and a sense of self-worth and identity. This means that things like family traditions related to food, the pleasure and enjoyment people get from preparing food and sharing it with others, and the use of particular foods for certain cultural celebrations, have a spiritual component to them.]*

**Task: either (a):** In small groups, ask students to draw a whare tapa wha on a large sheet of paper and brainstorm ideas they have about the *effects* of food choices on, and the *purpose* of food for people's well-being. Use ideas from the video *Shop for Your Life* as well as students' own knowledge and experiences. Try to come up with at least 2-3 effects and/or purposes to link ideas about food and well-being to each aspect or dimension. Ask students to contribute their ideas to a whole-class diagram of a whare tapa wha on the board.

**or (b):** Provide groups of students with the following list (on page 9) of purposes of food and effects of food choices, as related to well-being. Ask them to discuss each item and place each one on a whare tapa wha diagram, next to the aspect or dimension of well-being where they think it best fits. Items can be placed next to more than one aspect of well-being where students can see more than one link or connection.



### *Purpose of Food and Effects of Food Choices Related to Well-being*

Connect each of these items with at least one aspect of well-being:

|  |  |
|--|--|
| Sharing food at a celebration, like a wedding, or a birthday party   | Sharing food with friends when spending time together  |
| Eating to relieve feeling down or boredom  | Eating what tastes good  |
| Eating to satisfy feelings of hunger   | Avoiding foods that cause allergic reactions   |
| Getting pleasure, and feeling valued, as a result of preparing and sharing food with others  | Eating the type of food that provides enough energy to get through the day   |
| Eating the type of food that provides the body with the daily requirements of vitamins and minerals so it can function properly          | Having a balanced diet to reduce the likelihood of eating-related illnesses such as type 2 diabetes, heart disease and other problems associated with carrying excess weight |
| Being influenced by advertising that promotes the benefits of eating 5+ a day (that is, at least five servings of fruit and veges a day) | Being influenced by advertising that makes certain foods and types of drink seem 'cool' or suggests that a person will be popular if they eat or drink those brands          |
| Living in a house where there is enough money to buy healthier food options  | Living in a house where people have the skills and time to prepare healthy meals   |
| Living in a house where people have knowledge of healthy food choices  | Living in a house where people place value on having a healthy balanced diet   |
| Having family traditions and rituals like sharing at least one meal a day at the dinner table  | Belonging to a culture that has particular practices related to food sharing   |
| Eating an unbalanced diet in the belief that it will result in weight loss or weight gain (bulking up)                                   | <i>Add other ideas provided by students</i>  |

## Learning Journal Entry

1. Select one item from each of the four aspects or dimensions of well-being (as summarised by the class) and explain WHY you would link this item with this aspect or dimension of well-being.
2. Based on the class discussion, and the whare tapa wha to which the whole class contributed, write a paragraph to *describe* how food choices and lifestyle factors related to food can contribute to the overall well-being of people of your age.

## Activity 2: Reading Food Labels

### Intended Learning Outcome

Students will access information to make safe food choices about food and nutrition, particularly as it relates to the fat and sugar content of food (achievement objective link 4A3).

### Links to Key Competencies in the New Zealand Curriculum – Thinking *and* Using language, symbols and text

By developing the skills needed to read and understand food labels, students will learn how to make safe food choices about food and nutrition.

### Task 1: Introductory discussion for the whole class

Indicate to the class that one purpose of this activity is to be able to answer the questions 'why do we all need to learn how to read food labels?' and 'how do we make sense of food labels?'

After viewing the video *Shop for Your Life*, pose the following questions:

Why would the following people need to know how to read labels on food packaging?

- A person who lives with type 2 diabetes;
- A person who has particular personal, cultural or religious beliefs related to food;
- A person who has food allergies (such as an allergy to peanuts, or gluten, or shellfish);
- A woman who is pregnant;
- A child or teenager whose bones are still growing;
- A person who has a high energy lifestyle or job.

Summarise the discussion with this question:

- If people's well-being is (in part) achieved through making lifestyle choices like healthy eating, why do you think it is important that we *all* learn how to read food labels, regardless of our life circumstances?

Pose the question 'what is 'healthy' eating?' and ask the students 'what knowledge do we need so that we are able to make healthy food choices?' Accept and validate a range of responses. Focus students on the purpose for this task - the need to:

- have knowledge to understand what the food labels say;
- be able to 'interpret' this food label information in relation to the recommended and age-appropriate guidelines for nutrition.

## Task 2: Understanding the Ministry of Health's recommended guidelines for healthy eating

### Ministry of Health booklets on the recommended guidelines for healthy eating:

Access these resources directly through the Ministry of Health website, or contact your local Public Health Promotion office for print versions of these booklets.

***Recommendation:** Ask the person in charge of IT at your school to download these documents to the school intranet so that students can view them on the computer. They are full colour PDF files of the print version of the following booklets.*

#### Eating for Healthy Children aged 2 to 12/Te Kai Totika mo te Hunga Kohungahunga

<http://www.healthed.govt.nz/uploads/docs/HE1302.pdf>

#### Eating for Healthy Teenagers: A Teenager's Guide to Healthy Eating

<http://www.healthed.govt.nz/uploads/docs/HE12300.pdf>

#### Eating for Healthy Vegetarians/Te Kai Totika ma te Hunga Pukuwhenua

<http://www.healthed.govt.nz/uploads/docs/2111.pdf>

Questions for students, requiring them to find the answers from the appropriate booklet(s) listed on page 11:

- How many servings per day of each food group are recommended for a nutritionally balanced diet for a person your age?
- What other information do the guidelines give about the more healthy options within these food groups?
- What do the guidelines say about snack foods?

|  |  |
|--|--|
| <p><i>Abbreviated answer for teacher information:</i></p> <p><b>The food groups are :</b></p>                      | <p><b>For older children and teenagers</b> the recommended servings per day are.... (remembering that a serving size is what fits in a cupped hand, which accounts for the different body size of children and teenagers – check the booklets for more age-specific information)</p> |
| <p>vegetables and fruit</p>  | <p>at least 3 vegetable and 2 fruit servings</p>   |
| <p>breads and cereals – especially whole-grain</p>   | <p>at least 6 servings</p>   |
| <p>(low fat versions of) milk and milk products (as the major source of calcium)</p>                               | <p>2-3 servings</p>  |
| <p>lean meats, chicken, seafood, eggs, dried beans, peas and lentils (as the major source of protein and iron)</p> | <p>1-2 servings (note that the video <i>Shop for Your Life</i> recommends that a meat serving should be the size of the palm of the hand)</p>  |
|  | <p>These serving sizes have been worked out in consideration of the nutritional and energy content of the food. With these serving sizes, a young person would be getting enough minerals like calcium and iron, and a range of vitamins in their daily diet.</p>                    |

### *Safety Note for Teachers*

In Health Education it is recommended that teachers place most focus on these more generalised understandings about serving sizes and recommendations for healthy nutrition, rather than asking students to analyse their daily intake of food in terms of the kilojoules (energy) their food contains. This is recommended for a variety of reasons. For starters, such an analysis of energy intake (and output) is very difficult to do with any scientific accuracy and students invariably come up with totally misleading and inaccurate results which may be inappropriately interpreted and acted upon. Secondly, the published guidelines about daily kilojoule intake are averages only, and do not accommodate the vastly differing body sizes and levels of activity among growing children and teenagers. Thirdly, a detailed focus on energy intake and the weight of the amount of food eaten parallels the obsessive behaviour associated with patterns of disordered eating, and this may unintentionally reinforce behaviour contrary to what Health Education seeks to promote.

### **Learning Journal Entry**

In their learning journal, students will need to note the recommended nutritional guidelines for each food group (and for their age group), along with additional information about healthy options within these food groups. They should also note down the recommendations for snack foods.

### **Task 3: Reading food labels**

Prior to the lesson, ask students to collect a range of food packaging labels with the nutritional information clearly displayed. *Suggestion* – ask each group of students to collect labels for different sorts of foods and drinks, e.g. savoury snack foods like chips; sweet snack foods like muesli bars and chocolate bars; Asian (or another cultural group's) types of snack food; fizzy drinks; fruit drinks, etc.

**Teacher information:** Comprehensive documentation about food labelling can be obtained from the **Food Standards Australia New Zealand (FSANZ)** website:

*<http://www.foodstandards.gov.au/thecode/assistanceforindustry/userguides/index.cfm>*

The Sanitarium Food Company also has a number of pages about food labelling on their website: *[www.sanitarium.co.nz](http://www.sanitarium.co.nz)*

A brief summary of this information follows.

### (a) General layout of a food label on a New Zealand-made package

Using the food packaging collected by the students, guide the class towards an understanding of the meaning and requirements of food labels.

New Zealand food labels must contain the following nutritional information:

- Energy content of the food measured in kilojoules (kJ);
- Protein, fat, saturated fat, carbohydrate, and sugars measured as a percentage (%) of the volume or weight of the whole package and a single serving – although this is usually given on the label as the number of grams per serving and the number of grams per 100g;
- Sodium content (mainly from salt = sodium chloride) in milligrams (mg);
- The number of servings in the whole package, *as well as* the average quantity of the food in a serving, and the unit quantity of the food that is one serving.

The quick and easy way to think of 'one serving' is to see it as what fits in the cupped hand of the person who is going to eat it. This is a useful guide when considering servings of vegetables and fruit, cereals, and other foods that are eaten in (or near to) their original or natural form. A serving of lean meat is the size of the palm and the thickness of the little finger.

However, the content of some food, like the amount of fat or sugar in prepared or processed foods (such as hamburgers and chips or chocolate bars), where there are lots of different ingredients, means that it may be more useful to know how much weight of that food product makes up one serving. Some prepared or processed foods can be 'light and airy' or 'heavy and dense' meaning that the amount that fits in a cupped hand is not always the most valid measure. This is where food labels are useful.



## Nutrition information on a food label

|  |                              |                           |
|--|------------------------------|---------------------------|
| Whole package 500 grams (500g)                           |                              |                           |
| Servings per package: 10<br>Serving size: 50 grams (50g) |                              |                           |
|  | Average quantity per serving | Average quantity per 100g |
| Energy (kJ)  | 500kJ                        | 1000kJ                    |
| Protein (g)  |                              |                           |
| Fat (g)<br>- total<br>- saturated                        |                              |                           |
| Carbohydrate (g)<br>- total<br>- sugars                  |                              |                           |
| Sodium (mg)  |                              |                           |

As a quick guide, a serving size is what fits in the cupped palm of your hand. However, a more precise measurement of a 'serving size' and a measurement that considers the nutritional content of the food needs to be determined by the weight of the food.

How much energy is contained in 100g measured in kilojoules (kJ). The energy in food comes from both the fat and the sugar content.

Healthy guide is less than 10g of total fat per 100g.

Healthy guide is less than 10g of sugar per 100g.

Most labels also contain a variety of other information about vitamin and mineral content.

*Note: students will still see and hear the measurement 'calories' being used instead of kilojoules, especially in American programmes and print materials. As a country that uses metric measurements, food energy in New Zealand is measured in kilojoules (kJ) which internationally is the standard unit of energy.*

Once students have developed understanding about how to read a food label, discuss the following before moving on to the next section (b):

- Check the students' recollection of the meaning of the 'ten-ten-five' guide from the *Shop for Your Life* video.

[This guides us to look for less than 10g of total fat, less than 10g of sugar, and more than 5g of fibre, per 100g.]

- The focus in *Shop for Your Life* is specifically on the fat and sugar content of food. What is the connection between fat and sugar intake and poor health, and why do we focus specifically on these two food groups?

[Basically: if fat and sugar intake is excessive, this can lead to heart and circulatory disorders, and being overweight, which in turn may contribute to diseases like type 2 diabetes. It is important that students realise that the body does need fat and sugar for some of its most basic functions, like 'burning' fats and sugars for energy through the process of cellular respiration. Fats are also needed for making cell structures and substances like hormones that coordinate the body's functions. The most useful energy comes from carbohydrates like starches, which can be stored in the body and used over a longer period of time. Sugar is soluble and can not be stored in the body. If it is not used or 'burned off' soon after it is eaten the pancreas detects levels of sugar that are too high, and that sugar is eventually converted to, and stored as, fat.]

*NB: Make links to the students' Science learning, where possible, as such knowledge is developed through the Science Learning Area.*

### **Extra: Some more challenging questions to answer**

- Why is specific attention given to 'saturated fats' on a food label?
- Apart from 'sugars', what other sorts of substances in food are called 'carbohydrates'? Why does a food label separate 'sugar' from these other forms of carbohydrate?

[Hint: you can use some of the websites mentioned on page 13 to help find the answers.]

### **(b) Analysis of food labels**

- Using the food labels collected by students, analyse the food labels using the 'ten-ten-five' guide.
- Which of the foods fit within this guide *per 100g*, and which foods do not? Make a class summary of the findings.

[The next activities need preparation to locate some kitchen scales and a range of food products.]

- Have some samples of chips, chocolate bars, other snack type foods, and fizzy and fruit drinks, alongside vegetables and fruit, breads etc. Then have the students measure how much one serving is (as indicated on the packet) to show *visually* the amount of food represented by one serving.
- Also try the 'cupped hand' measure as a useful guide to a serving size. Find an answer to the question: 'Does the cupped hand guide for a serving size work as well for chocolate bars and chips as it does for veges and fruit (for example)?'

NB: The emphasis here is on developing a *visual* sense of how much one serving of each of the different food products looks like. There is a lesser emphasis on the specifics of the weight of the food.

A handy guide to serving sizes and approximate weights for the basic and essential food groups, like vegetables and fruit, which do not necessarily have serving sizes on the packaging, are listed in the booklet *Eating for Healthy Teenagers: A Teenager's Guide to Healthy Eating*.

### Learning Journal Entry

Based on all of the discussion about food labels, answer these questions in short paragraph answers:

1. What do we need to understand on a food label so we are able to make healthy food choices?
2. Why do we *all* need to learn how to read food labels?
3. What did I realise about my own snacking or eating habits by learning how to read food labels?
4. What did I realise about my own snacking or eating habits by actually weighing out and seeing what one serving of different food products looks like?

### Activity 3: Making Healthy Changes

#### Intended Learning Outcome

Students will use information to *action* safe food choices about food and nutrition (achievement objective 4A3).

#### Links to Key Competencies in the New Zealand Curriculum – Managing self

Students will plan a personal goal to maintain or change an aspect of their eating behaviour.

#### Task 1: What helps and what hinders healthy food choices?

Identifying and addressing barriers ('what hinders') and enablers ('what helps') are essential components of bringing about sustainable change in any health-related situation. Using ideas from the DVD *Shop for Your Life* (and also *Stay in Touch*) and from the students' own knowledge and experiences, engage the class (as a whole or in small groups) in a discussion to explore these questions:

- What hinders (gets in the way) of people keeping to the recommended nutritional guidelines?
- What helps or enables people to keep to the recommended nutritional guidelines?

Encourage students to see that a range of personal, interpersonal and wider societal factors all combine to help or hinder people being able to keep to the recommended nutritional guidelines. Ideas for this discussion follow. Many examples of things that hinder or help people to make healthy food choices are opposites of each other, and are shown below as one or the other:

| Personal – things about me<br>(examples)   | Interpersonal – things that happen between me and others<br>(examples)  | Wider community or society – things that happen in more distant ways but still affect me<br>(examples)   |
|--|---|--|
| <p><i>What hinders?</i><br/>Not valuing the importance of healthy food choices for my well-being and thinking I can eat what I like because at my age it doesn't matter.</p> | <p><i>What hinders?</i><br/>Having a family that only buys food high in fat and sugar (because 'mum knows everyone will eat it' and 'it's what dad will eat'), with few fruit, vegetable, cereal, low fat meat and dairy choices.</p>                           | <p><i>What hinders?</i><br/>Living in a community where the average income is low and the cheapest food is high in fat and sugar, and fresh food is much more expensive.</p>   |
| <p><i>What helps?</i><br/>Having personal knowledge of healthy food choices and knowing how to be assertive to stand up for what I believe are healthy choices for me.</p>   | <p><i>What helps?</i><br/>Having friends that respect your healthy food choices and don't pressure you into eating the junk food they want to eat, and they listen to your reasons for your healthy food choices and support you by making similar choices.</p> | <p><i>What helps?</i><br/>Having local weekend markets (connected with other community places and events) where growers and food producers can sell seasonal fresh fruit, vegetables and other basic foods at a cheap price.</p> |

NB: From a Health Education perspective, an important point here is for students to realise that sometimes the underlying reasons for our food choices are beyond what we have personal control over or can hope to change by ourselves; so it often means that a range of personal, interpersonal and societal strategies (actions) need to happen to bring about change.

## Learning Journal Entry

Write a paragraph to explain, or make a word picture to show, how the 'things' that *help* a person to make healthy food choices have connections with all dimensions of the concept of hauora. It may be useful to select an example of a personal, an interpersonal and a societal 'thing' that helps people to make healthy food choices, to explain where ideas about physical, social, mental and emotional, and spiritual well-being fit in.

[Note to teacher: The point of this question is to help students develop the understanding that making changes to food choices or sustaining a balanced diet is about far more than just the physical aspects of healthy eating.]

## Task 2: Taking personal action

### *Safety Note for Teachers*

**Many children and young people *do* meet the daily recommendations for healthy nutrition.** Please do not assume that all students need to change their eating patterns. However, they may need help in sustaining these choices, given the pressures from commercial media and other sources of influence, urging them to eat certain foods, or to attain a certain body appearance, through particular eating behaviours. In this action planning activity, teachers will need to guide students in their choice of action plan and avoid any reference to, and condoning of, dieting and weight loss behaviours. Our focus is the promotion of healthy eating choices and healthy lifestyles.

It is recommended that the personal action plan focuses on one action whereby the students:

- plan to reduce their personal intake of one type of food that is high in fat or sugar such as chips or chocolate or fizzy drink (as shown in the analysis of food labels activity) and replace it with a healthier snack; OR
- if the student believes they have a nutritionally balanced diet that meets the guidelines (with foods high in fat, sugar and salt being saved for special occasions or eaten only once in a while), then their action plan needs to focus on skills to help them sustain this behaviour; OR
- the personal action plan may be to help *someone else* to meet their goal.

## Learning Journal Entry

Students will need to set out and complete an action plan in their learning journal, using a template like the one on the next page. As they implement their plan, they will need to keep a daily record of what happened (the suggestion is to continue the action for two weeks).

## Personal Action Plan

'Overall goal of my personal action plan'.

Select one of these goals or develop your own, based on one of these goals:

- to reduce my personal intake of one type of food that I know (from reading the food labels) to be high in fat or sugar, such as chips or chocolate or fizzy drink, and replace it with a healthier snack food; OR
- to practice personal skills that help me stick to the recommended nutritional guidelines (skills like being assertive in pressure situations); OR
- to help someone else to meet their goal.

| 3 main steps to meeting my goal (things I need to do to make the goal happen) | I will complete this step by (date) | What will hinder or stop me completing this step? | What will help me achieve this step? | How will I know when I have completed this step? |
|---|-------------------------------------|---|--------------------------------------|--|
| 1.  |                                     |   |                                      |  |
| 2.  |                                     |   |                                      |  |
| 3.  |                                     |   |                                      |  |

## Keeping a log book of my progress

Record each day what you did (or didn't do), related to the steps in the action plan.

Day 1

Day 2

Etc.

## How well did I do?

1. Describe why your goal was successful or not successful.
2. Will I be able to carry on with my goal? Why or why not?
3. Describe another goal I can set myself (either a new goal or a revision of this one) to change another aspect of my food choices (or help someone else to change theirs).

## Extra (an alternative to the personal action plan): Taking collective action

### Intended Learning Outcome

Students will take responsible and collective action for the care of other people in a food related situation, in their school or wider community (achievement objective link 4D3/4).

In June 2007, the Ministry of Education introduced the Nutrition Guidelines for schools. From June 2008, all New Zealand schools will be required to:

- promote healthy food and nutrition for all students
- where food and beverages are sold on school premises, to make only healthy options available

(National Administration Goal [NAG] 5)

The Ministry of Health's Food and Beverage Classification System (launched 17<sup>th</sup> July 2007) provides information for schools on ways to achieve these requirements. Check the Ministry of Education website for this documentation: [www.minedu.govt.nz](http://www.minedu.govt.nz)

As a class, develop and implement an action plan that can contribute to the school achieving and sustaining this requirement.

Actions may include:

- Improving the range and quality of healthy food choices available at the school tuck-shop;
- Investigating alternatives to sweets and chocolate bars for fundraising;
- Producing education material, or taking a lesson to teach younger children in the school, or a neighbouring primary or pre-school, about healthy food choices;
- Holding a 'cultural foods day' to promote healthy food choices across a diversity of cultures;
- Lobbying a company hiring billboard advertising space near the school to advertise only healthy food options.

## Activity 4 – Thinking Critically About Food Choices

### Intended Learning Outcome

Students will describe how social messages can affect feelings of self-worth (achievement objective link 4A4), AND/OR

Students will use information to make safe food choices about food and nutrition (achievement objective link 4A3).

### Links to Key Competencies in the New Zealand Curriculum – Thinking

Students will think critically to challenge messages they hear about healthy and less healthy food choices.

#### *Safety Note for Teachers*

With the current international health focus on obesity, and resulting illnesses like type 2 diabetes, the students who tend to be overlooked in the community are the ones who are purposely under-eating in response to the pressure to be thin. This is happening among girls and (to a lesser degree) boys at a younger and younger (pre-teen) age. Young people are bombarded with messages about methods of weight loss, as some elements of the health and fitness industry make the most of these international concerns about obesity. This creates a social and cultural environment that can place an excessive emphasis on dieting. Health promotion messages about healthy food choices offer a holistic counter-position, but, given the developmental stage that children and young people are at, such messages can sometimes be misinterpreted. That is, the constant publicity about appearance and related feelings of acceptance and self-worth can sometimes lead young people to misconstrue the well-intended health promotion messages they encounter.

Keeping in mind the mental and emotional health problems associated with the pursuit of a so-called 'ideal' body size and appearance, the challenge for us as teachers is to navigate our way through the national health agenda, which aims to reduce the level of obesity and related illnesses like type 2 diabetes, without reinforcing social stereotypes about thinness. In general, school communities need to be careful that they are giving only appropriate, and not ambiguous messages to young people about 'fat' (in relation to being overweight/obese or eating fatty foods).

Teachers need to choose their words carefully to avoid inadvertently labelling and judging students, based on what they eat, or on their physical size and appearance. To help achieve this:

- Keep the planned focus and the classroom talk on promoting healthy food choices, not the way individual people look and perform because of the things they eat.
- Be prepared to challenge students when they express stereotyped assumptions about very thin or obese people, or uncritically endorse the societal obsession with being thin. The form of this 'challenge' needs to be through **critical thinking**-type questions, intrinsic to learning in Health Education. Critical thinking helps students explore beliefs, values and attitudes (theirs and others) about food, and about size and appearance. Critical thinking provides a constructive way for teachers to guide students towards an alternative and healthier understanding of these issues.

Teacher information about critical thinking in Health Education can be sourced in Ministry of Education resource *The Curriculum in Action: Making Meaning Making a Difference* pages 25-27. The written text of these pages, and generic critical thinking questions, can be accessed directly at:

[http://www.tki.org.nz/r/health/cia/make\\_meaning/teach\\_learnappr\\_icrit\\_e.php](http://www.tki.org.nz/r/health/cia/make_meaning/teach_learnappr_icrit_e.php)

## Task

Allocate one of the sets of questions below to each group of students. Each set of questions is based around a statement made in the *Shop for Your Life* video, or an idea coming from the video. Allow students time to discuss the questions and to present a reasoned argument about the situation (what they think and why) back to the class. Invite feedback from other class members and allow students time to share other interpretations of the questions.

### Question 1: Critical thinking - being a 'smarter' consumer

- Why do you think supermarkets have '3 for the price of 1' specials on snack-type foods?
- Why should you still read the label on fruit juice or other bottled drink that says it is '100% fat free'?
- Why would a manufacturer put '100% fat free' on bottles of water?
- Who benefits from this sort of advertising and who is disadvantaged? Why do you think this?
- What message would you give the class about this sort of advertising and promotion of food products if they are trying to make healthy food choices?

## Question 2: Critical thinking - being a 'smarter' reader of food labels

- What sorts of shoppers are the manufacturers appealing to with labels like 'lite', 'low' or 'trim'?
- Do you think you can always believe that a food product is 'lite', 'low' or 'trim' just because the label says it is?
- Why is it still important to read the labels on products that claim to be 'lite', 'low' or 'trim'?
- Who benefits from this sort of food labelling and who is disadvantaged? Why do you think this?
- What message would you give the class about this sort of labelling of food products if they are trying to make healthy food choices?

## Question 3: Critical thinking – what we say means a lot

- Why do you think that phrases like 'good food' and 'bad food' are not that helpful (compared to phrases like 'food we need most of' and 'foods we need least of') when encouraging people to make healthy changes to what they eat? *Remember – the nutrition guidelines do not say we cannot eat foods like chocolate and chips, the guideline is to have a small amount of such foods occasionally.*
- Why do you think forcing people to eat certain (healthy) foods – like asking Mr Biggs to eat broccoli – is an unhelpful way to encourage people to eat healthier foods? Link your ideas to what you know about the concept of hauora.
- What messages would you give the class about the sort of language they need to use to promote their own healthy eating choices and support the healthy choices of others?

## Question 4: Critical thinking – 'illness' or 'wellness'?

- Why do you think that focusing only on the negative aspects of ill health is *not* useful when encouraging people to change their eating behaviours? In other words, why do you think Health Education focuses more on wellness, and eating for well-being, rather than on illness and disease and what is wrong with people?
- If a health promotion campaign only focuses on people with a health problem, who is left out of the picture?
- Why do you think well-being is the responsibility of everyone in the community, and promoting well-being is not just for people with illnesses and diseases?

### Question 5: Critical thinking – being ‘winners’ and getting ‘rewards’

- When the Bigg family were told they were winners at the checkout, what did they ‘win’? (Recall the scene when Eddie says “Hey, what do we win?” and Annie says “You mean we get to choose our own prizes?”)
- What are the advantages and disadvantages to offering people material rewards (like money or other prizes) for changing their behaviour (in this case their eating behaviours)?
- Do you think giving ‘external’ rewards like money or other prizes helps people sustain (keep up) changes in their behaviour – why or why not?
- In the *Shop for Your Life* video, the rewards for the Bigg family were more ‘internal’ – what do you think this means?
- Do you think these ‘internal’ rewards help people more or less than external rewards do, in sustaining changes to their eating behaviour? Why do you think this?
- How successful do you think the Bigg family will be in maintaining their healthier food choices? Why do you say this?

### Learning Journal Entry

Write out the answers to the questions your group discussed, incorporating other ideas that may have come from other members of the class when you presented your response.



### ***Film credits:***

|                            |  |
|----------------------------|--|
| Director / Producer        | Shirley Horrocks                                       |
| Director of Photography    | Leon Narbey  |
| Sound                      | David Madigan  |
| Script                     | Dianne Taylor  |
| 1st A.D.                   | Jennifer Butcher                                       |
| 2nd A.D./ Production Asst. | Lani Feltham   |
| Editor & FX                | Tibor Riddering  |
| Art Director               | Phil Ivey  |
| Art Department Asst.       | Rihari Taratoa Bannister<br>Leonie May                 |
| Costume Designer           | Bob Buck   |
| Gaffer/Grip                | Adrian Greshoff  |
| Camera Asst.               | Ben Rowsell<br>Sam Bailey                              |
| Grip Asst.                 | Kimberly Porter<br>Sam Marshall<br>Roko Antonio Babich |
| Set Production Asst.       | Asya Sirovnik  |
| Boom Operator              | Fiona Ewen   |
| Scaffolding/ Rig           | Mike Minton  |
| Make-up                    | Helen MacKinnon  |
| Make-up Asst               | Miranda Raman  |
| Sound Mix                  | Terry Bridges  |

### ***Cast:***

|          |                     |
|----------|---------------------|
| Brain    | John Tui            |
| Heart    | Sam Carthy          |
| Pancreas | Albert Belz         |
| Stomach  | Phil Brown          |
| Mrs Bigg | Robyn Grace         |
| Mr Bigg  | Brian Sagala        |
| Annie    | Stephanie Adams     |
| Eddie    | Mataillili Tuimauga |

*and*

Ruben Wiki as himself

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The text of this booklet is also available on our website

*([www.pointofview.co.nz](http://www.pointofview.co.nz)) under 'Education/Training'*

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