

# TEACHING RESOURCE FOLDER



TOPIC: HEALTH AND NUTRITION

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# Activity One:

Aim:	Students will learn about what the recommended serving sizes for the five food groups are, and be able to give examples within the five food groups. Also, they will be able to test their knowledge on healthy eating within the 5 food groups.
Purpose:	Students need to learn this so that they are able to make good decisions regarding their eating habits, and be able to choose the correct foods within the five food groups.
Outcomes	<b>5.6</b> A student analyses attitudes, behaviours and consequences related to health issues affecting young people.
Focus:	<b>5.8</b> A student critically analyses health information, products and services to promote health.
Year Group:	Year 9 PDHPE
Time:	60 minutes in class task + take home completion
Materials:	<ul style="list-style-type: none"><li>• activity sheet</li><li>• computer</li><li>• glue</li><li>• scissors</li><li>• paper</li><li>• coloured pens</li></ul>

## AUSTRALIAN BETTER HEALTH INITIATIVE

### Task Description and Requirements:

Visit [www.measureup.gov.au](http://www.measureup.gov.au), part of the Australian Better Health Initiative. Click on the link 'Tools and Videos' and complete the online quiz 'How Healthy Are You?'

Navigate to the section on 'Recommended serves and serving sizes' found within the Healthy Eating tab. Summarise the information under 'What is a Serve?' highlighting the 5 food groups and examples of food sources. Create a booklet with the information collected.

# Activity Two:

Aim:	Students will learn about the factors that influence food choices in individuals on a daily basis and what attitudes, behaviours and consequences this can have on their health.
Purpose:	Students need to learn this so that they understand why they choose the foods that they choose, when they are out with their friends and/or family.
Outcomes Focus:	<b>4.6</b> A student describes the nature of health and analyses how health issues may impact on young people. <b>5.6</b> A student analyses attitudes, behaviours and consequences related to health issues affecting young people. <b>5.7</b> A student analyses influences on health decision-making and develops strategies to promote health and safe behaviour. <b>5.8</b> A student critically analyses health information, products and services to promote health.
Year Group:	Year 8 PDHPE
Time:	30 minutes
Materials:	<ul style="list-style-type: none"><li>• activity sheet</li></ul>

# FACTORS INFLUENCING FOOD CHOICES

## Task Description and Requirements:

A range of factors influences the decisions you make about what and how you eat. Personal taste and convenience play an obvious role. Availability is another key factor – a wide variety of fresh and diverse foods are available in Australia. There are also a number of social and cultural factors that influence what you choose to eat. These include socioeconomic status, gender, culture, the media and religion.

Complete the table below, identifying the factors that influence food choices.

<b>Factor</b>	<b>How it influences food choices</b>
Time	
Media	
Taste	
Family influences	
Peer influences	
Emotions	
Cost	

Can you think of any other factors that may affect food choices? \_\_\_\_\_

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How does lifestyle influence your family's eating choices? \_\_\_\_\_

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# Activity Three:

Aim:	Students will learn about working in a group to achieve a common goal, and be able to distinguish between the 5 food groups in relation to the Australian Guide to Healthy Eating.
Purpose:	Students need to learn this, as they need to understand why the government has a Healthy Eating Guide in place. Students need to be aware of the health information, products and services in place.
Outcomes Focus:	<b>4.6</b> A student describes the nature of health and analyses how health issues may impact on young people. <b>5.6</b> A student analyses attitudes, behaviours and consequences related to health issues affecting young people. <b>5.8</b> A student critically analyses health information, products and services to promote health.
Year Group:	Year 7 PDHPE
Time:	30 minutes
Materials:	<ul style="list-style-type: none"><li>• activity sheet</li><li>• glue</li><li>• scissors</li><li>• magazines</li></ul>

# AUSTRALIAN GUIDE TO HEALTHY EATING

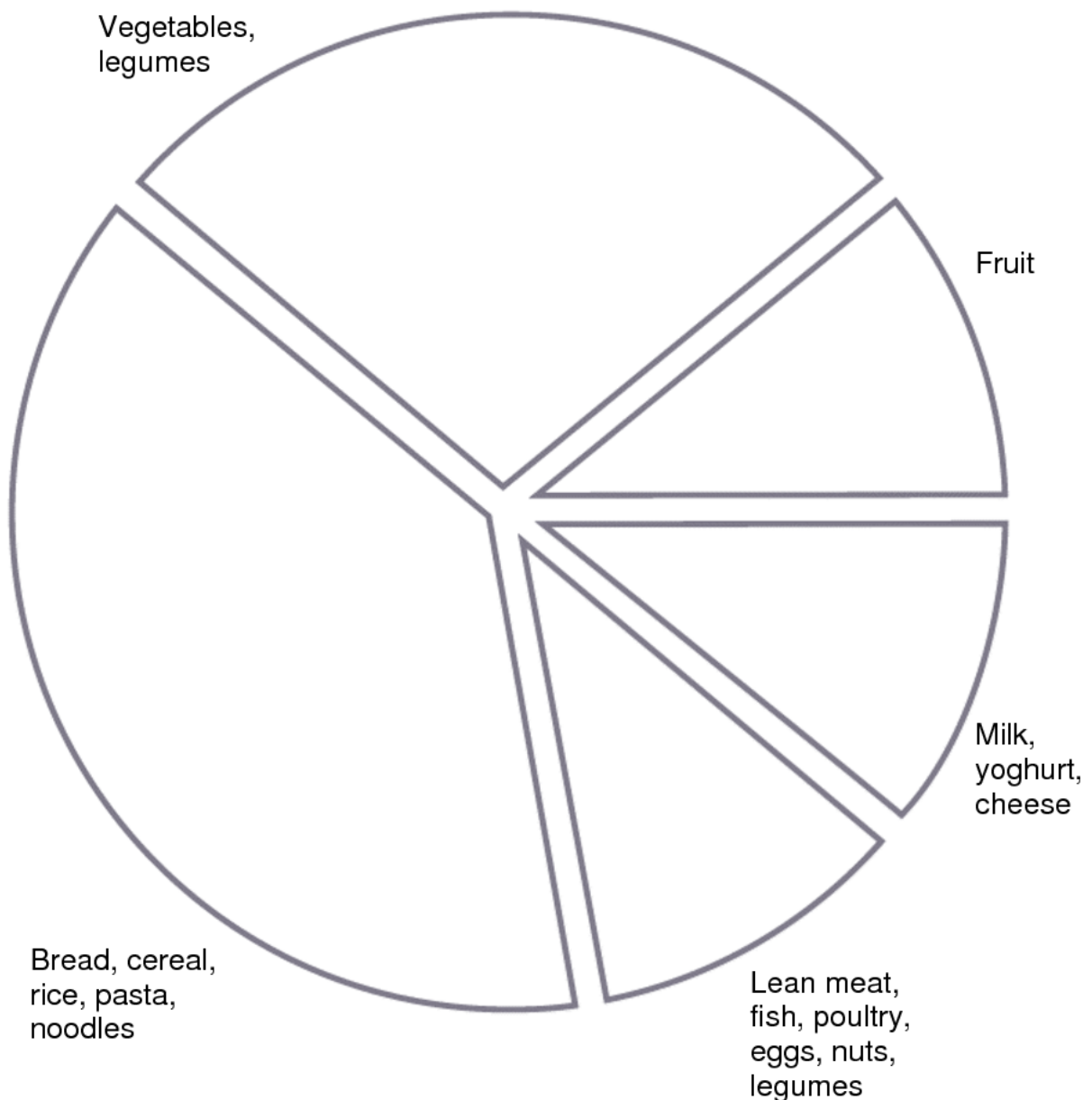
## Task Description and Requirements:


In groups of 2-3, cut out foods found in magazines and glue them to the appropriate section of the Australian Guide to Healthy Eating. Compare your own information with the proportions in the guidelines. How do your eating habits compare with the guidelines? \_\_\_\_\_

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 + 6–8 glasses of water



# Activity Four:

Aim:	Students will learn about health literacy and nutrition in a fun way, by having to think to create words focused on the topic, as well as match up the words with their meanings. This is a good start of topic task, to judge what the students know.
Purpose:	Students need to learn this as a way of starting off their knowledge on the topic, as well as statements that relate to the topic.
Outcomes	<b>5.6</b> A student analyses attitudes, behaviours and consequences related to health issues affecting young people.
Focus:	<b>5.8</b> A student critically analyses health information, products and services to promote health.
Year Group:	Year 7 PDHPE
Time:	20 minutes
Materials:	<ul style="list-style-type: none"><li>• activity sheet</li><li>• pens</li><li>• highlighters</li></ul>

# NUTRITION TASK

## Task Description and Requirements:

1. Use the letters in the table below to create as many words as you can related to nutrition.

EX	O	R	IN	E	DR	D	AB
HE	A	HA	M	U	F	RAN	P
ST	S	N	TI	G	I	QU	NCE
H	V	UN	PR	Z	L	K	Y
C	ED	O	ISE	T	ESE	W	J

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2. Join the 'beginning' and an 'end' to make an appropriate and accurate statement.

Beginning	End
BMI	can be affected by societal perceptions and expectations, images in the media and individual self esteem.
Obesity	are often used to help restore and maintain health.
Metabolic rate	is a statistical measure of the weight of a person scaled according to height.
Supplements	can be directly influenced by individual nutrition.
Hydration	is controlled by a number of factors including muscle mass, kilojoule intake, and exercise.
Malnutrition	include anorexia, bulimia and body dysmorphia.
Eating disorders	is important for thermoregulation and functioning of the body.
Body image	is associated with certain health conditions or increased mortality.
Physical health	can result from insufficient food, improper diet.

# Activity Five:

Aim:	Students will learn about the Dietary Guidelines for children and adolescents in a relatable literacy task. Allows a student to show their knowledge on what groups are important to meet and what should be done to improve health choices.
Purpose:	Students need to learn this as everyday they face food choices and physical activity barriers, but they need to overcome this and be able to make the right decisions regarding their health.
Outcomes	<b>4.6</b> A student describes the nature of health and analyses how health issues may impact on young people.
Focus:	<b>5.6</b> A student analyses attitudes, behaviours and consequences related to health issues affecting young people. <b>5.8</b> A student critically analyses health information, products and services to promote health.
Year Group:	Year 9 PDHPE
Time:	15 minutes
Materials:	<ul style="list-style-type: none"><li>• activity sheet</li></ul>

# LITERACY ACTIVITY

## Task Description and Requirements:

Chris is a 15-year old boy who constantly feels tired and unable to concentrate at school. He has recently given up playing rugby league and his only exercise now is the 500 metre walk to and from school. Chris regularly skips breakfast so he can sleep in longer. He frequently has a can of soft drink and a chocolate biscuit at recess time, and often buys hot food such as a hamburgers, chips or a hot dog, to have with orange juice at lunch time. He usually sits and talks with his friends while eating his lunch. After school, Chris will have a thick shake and a packet of chips and then sit playing his XBOX360 or MINECRAFT for hours. For dinner he often eats stir-fry with boiled rice or pasta and bread, and enjoys ice-cream sundaes for dessert. This is sometimes followed by a cup of coffee after dinner.



1. Analyse Chris's dietary and exercise habits. In your opinion, which Dietary Guidelines for children and adolescents is he not adequately meeting?

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2. Recommend ways Chris could improve his food choices and exercise patterns to increase his energy levels again.

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# Activity Six:

Aim:	Students will learn about the Australian Dietary Guidelines for Young People, along with the recommended serving sizes of each of the food groups on a daily basis and how this can affect an individual's health.
Purpose:	Students need to learn this as they need to be aware of the guidelines put in place by the government and how choosing appropriate foods is necessary for maintaining good health.
Outcomes	<b>4.6</b> A student describes the nature of health and analyses how health issues may impact on young people.
Focus:	<b>4.8</b> A student describes how to access and assess health information, products and services. <b>5.6</b> A student analyses attitudes, behaviours and consequences related to health issues affecting young people.
Year Group:	Year 8 PDHPE
Time:	30 minutes
Materials:	<ul style="list-style-type: none"><li>• activity sheet</li><li>• computer</li></ul>

# AUSTRALIAN DIETARY GUIDELINES FOR YOUNG PEOPLE

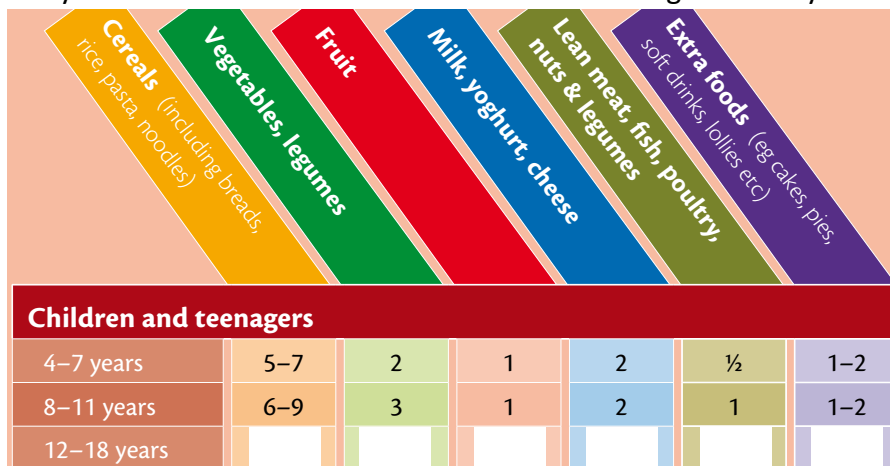
## Task Description and Requirements:

1. Using the words from the box below, complete these points below with the appropriate response.

- Enjoy a wide \_\_\_\_\_ of nutritious foods.
- Eat plenty of \_\_\_\_\_, legumes and fruits.
- Eat plenty of \_\_\_\_\_ (including breads, pasta, ice and noodles), preferably wholegrain.
- Include \_\_\_\_\_ meat, fish, poultry and/or alternative.
- Include milks, yoghurts, \_\_\_\_\_ and/or alternatives.
- Choose \_\_\_\_\_ as a drink.
- Limit \_\_\_\_\_ fat and moderate total fat intake.
- Choose foods low in \_\_\_\_\_.
- Consume only \_\_\_\_\_ amounts of sugars and foods containing added sugars.
- Prevent weight gain by being \_\_\_\_\_ and eat according to your energy needs.
- Care for your food: prepare and \_\_\_\_\_ it safely.

water;	cereals;	store;	physically active;	variety;
vegetables;	moderate;	cheeses;	salt;	saturated;

2. How many serves of these foods should we eat on average each day?



3. Visit the website [www.school.fueluptoplay60.com](http://www.school.fueluptoplay60.com), click the Tools and Resources tab and click on Games. Quietly on your own, play **Quintricious** and follow the instructions on the screen.

# Activity Seven:

Aim:	Students will learn about the fats that are found in the diet and how this is linked into the increasing obesity levels. Students learn about how advertising plays a major role in choosing the foods we do, and how major food chains use advertising to promote unhealthy food in a good light.
Purpose:	Students need to learn this, as advertising is a major part of society these days. Televisions, computers, radios, magazines all advertise foods, whether they are healthy or from food chains. Students need to choose healthy food options without having food chains distort their fat contents.
Outcomes Focus:	<b>4.6</b> A student describes the nature of health and analyses how health issues may impact on young people. <b>4.8</b> A student describes how to access and assess health information, products and services. <b>5.6</b> A student analyses attitudes, behaviours and consequences related to health issues affecting young people. <b>5.8</b> A student critically analyses health information, products and services to promote health.
Year Group:	Year 10 PDHPE
Time:	40 minutes
Materials:	<ul style="list-style-type: none"><li>• activity sheet</li><li>• computer</li></ul>

# FACTS ABOUT FAT IN THE DIET

## Task Description and Requirements:

While we do need to have some fat in our body, increased availability and consumption of high-fat food is the key nutritional factor that has contributed to increasing obesity levels in western society.

- Excess body fat is very efficiently stored and not readily used as an energy source.
- Fat does not fill us up easily and so it can be easy to eat large amounts of high-fat foods without feeling full.
- Fat tastes pleasurable and can be easily digested.
- High-fat foods are readily available and convenient, which can make them more appealing.



**i'm lovin' it<sup>®</sup>**

1. Go to the McDonalds website: [www.mcdonalds.com.au](http://www.mcdonalds.com.au) and analyse the marketing used on the website – how is the food presented? List words and phrases relating to nutrition that have been used in the website, in the table below. Who do you think they are aimed at? Are they persuasive?

<b>marketing tool (ie: images or words/phrases)</b>	<b>audience it is aimed at (age group and demographic)</b>	<b>persuasive or not persuasive</b>



2. From the list that appears, click the Our Food tab and select Nutrition. Select the first document 'Ingredient, Food Sensitivity and Nutrition Information'. When the document opens, read through the information contained in the table and then answer the following questions.

- List your favourite McDonalds foods.

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- Calculate how many kilojoules your average McDonalds meal contains. How many grams of fat are in your meal?

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- Analyse the strategies that McDonalds and other fast food chains have implanted to encourage a 'healthier image' of fast food chains.

<u>strategy</u>	<u>why has it been used?</u>	<u>do you think it influences young people?</u>

3. View the opening of Morgan Spurlock's Supersize Me on YouTube, at <http://www.youtube.com/watch?v=mQj2u4ap5bo&feature=related>. Spurlock mentions the case of two American teenagers suing McDonalds for being overweight. What is your opinion on this?

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# Activity Eight:

Aim:	Students will learn about health literacy associated with health and nutrition for the body. Students will learn how to make good decisions regarding their health, and be able to understand how health literate they are to themselves.
Purpose:	Students need to learn this, as they need to be able to analyse health information, products and services to promote health, and be able to show they understand why they need to make good decisions with their food choices and habits.
Outcomes Focus:	<b>5.8</b> A student critically analyses health information, products and services to promote health.
Year Group:	Year 10 PDHPE
Time:	15 minutes
Materials:	<ul style="list-style-type: none"><li>• activity sheet</li></ul>

# HEALTH LITERACY

## Task Description and Requirements:

Health literacy is the ability to obtain and understand basic health information, products and services, and to use each of these in a way that enhances your health.

People who are health literate use creative, critical thinking, analytical and evaluation skills to assist them in making decisions. These skills enable individuals to apply accurate information to a variety of circumstances, which helps them to handle tough situations with confidence.

1. How healthy do you think you are?

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2. What activities do you do to maintain your health?

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3. What extra activities do you think you could take on to improve your health?

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4. Do you eat a variety of healthy and nutritious foods?

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5. How could your diet be improved?

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6. How health literate are you? Complete the table below.

statement	never	sometimes	always
I have a good understanding of health promotion and disease prevention.			
I know how and where to access accurate and reliable health information.			
I regularly practice health-enhancing behaviors that reduce my health risks.			
I consider the influences of the media, technology and culture on health.			
I am an effective communicator when it comes to enhancing my own and others' health.			
I have strong decision-making skills when it comes to my health.			
I continually set goals for improving my health and the health of others.			
I am a good advocate for health—I promote good health for myself, my family and community.			

7. How could your health literacy be improved?

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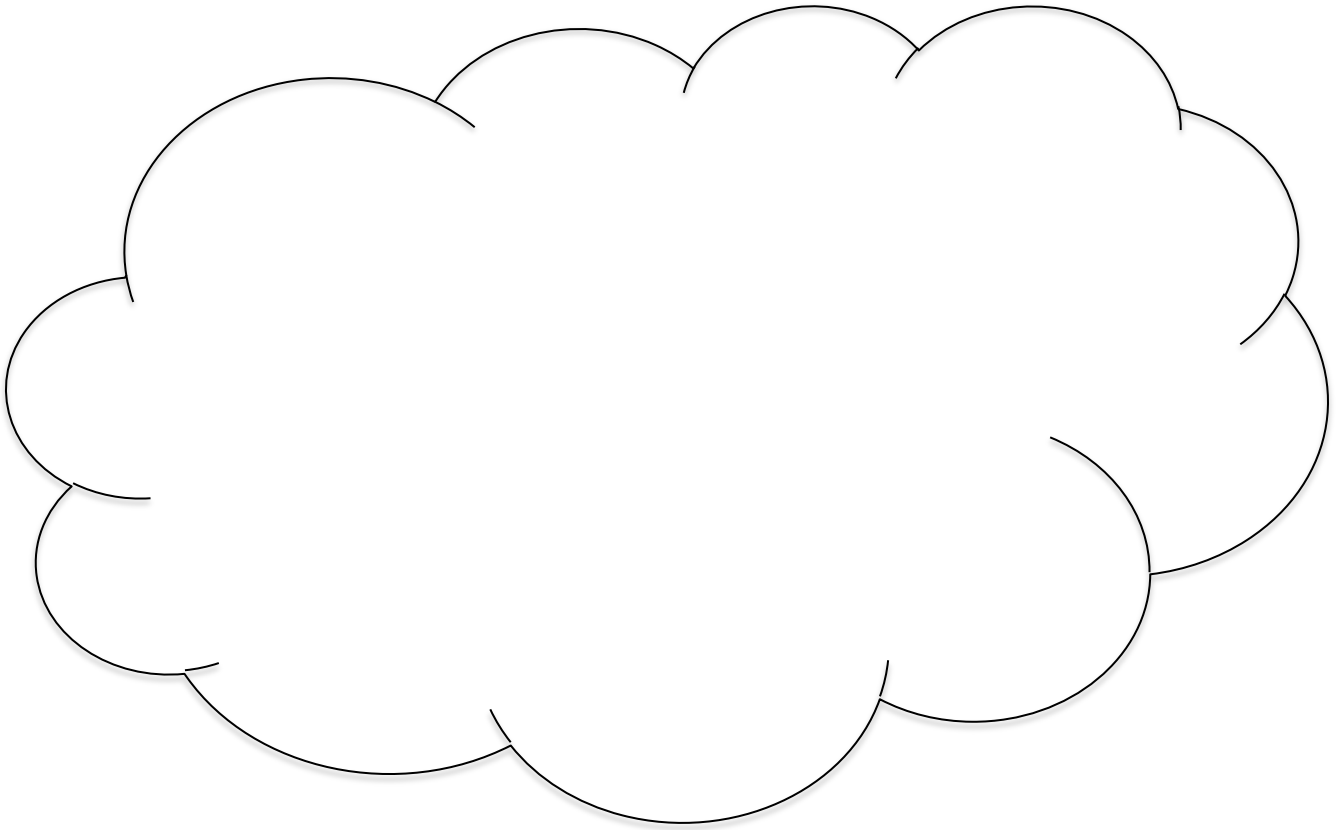
# Activity Nine:

Aim:	Students will learn about the sources of health information, products and services available, in particular the Internet as a source, and be able to evaluate the health information found on the Internet to be correct or incorrect. Also, students learn about the health issues that can affect young people, including eating disorders.
Purpose:	Students need to learn this, as the Internet is a common source of information and where most adolescents turn to for information on a topic. Students need to be able to evaluate the credibility of these websites. Also, students need to be informed about eating disorders and how they can affect individuals around them, along with themselves.
Outcomes Focus:	<b>4.8</b> A student describes how to access and assess health information, products and services. <b>5.6</b> A student analyses attitudes, behaviours and consequences related to health issues affecting young people. <b>5.8</b> A student critically analyses health information, products and services to promote health.
Year Group:	Year 10 PDHPE
Time:	45 minutes + take home completion
Materials:	<ul style="list-style-type: none"><li>• activity sheet</li><li>• computer</li><li>• class discussion</li></ul>

# HEALTH INFORMATION SOURCES

## Task Description and Requirements:

PART A: As a class, brainstorm a list of sources from which you can obtain health information



PART B: The Internet as a source of health information

The Internet is an extremely popular source of health information. It is convenient, can be accessed at any time, contains a huge amount of information and allows people to search anonymously.

Although there is a vast amount of health information available on the Internet, there is no guarantee of its accuracy or quality. Anyone with access to the Internet can launch their own website, thus health websites can be developed by governments, universities, medical specialists or individuals with no medical credentials.

1. Visit the website [www.cyh.com](http://www.cyh.com) and click on the 'Teen Health, ages 12-17'. Follow the link titled 'Healthy Mind', and then click on 'Eating Disorders'. After reading through the information, answer the following questions.

- List three common eating disorders and explain a characteristic of each.

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# Activity Ten:

Aim:	Students will learn about advertising techniques in the media to promote and sell their products to the public and why these techniques work so well. Students will also learn about how their food choices are impacted by one another.
Purpose:	Students need to learn this, as they need to be able to distinguish between good and bad advertising of healthy and unhealthy foods. Students need to understand why advertisers use the techniques they do. And also how students impact each others food choices.
Outcomes Focus:	<b>4.8</b> A student describes how to access and assess health information, products and services. <b>5.7</b> A student analyses influences on health decision-making and develops strategies to promote health and safe behaviour. <b>5.8</b> A student critically analyses health information, products and services to promote health.
Year Group:	Year 9 PDHPE
Time:	50 minutes
Materials:	<ul style="list-style-type: none"><li>• activity sheet</li><li>• magazines</li><li>• paper</li><li>• pens</li><li>• coloured pencils</li><li>• glue</li><li>• scissors</li></ul>



# MEDIA REVIEW

## Task Description and Requirements:

1. Brainstorm examples of television advertisements that utilise each of the techniques listed below.

- slogans

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- giveaways

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- testimonials

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- bandwagon

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- promotion by celebrities

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- repetition

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- positive appeal

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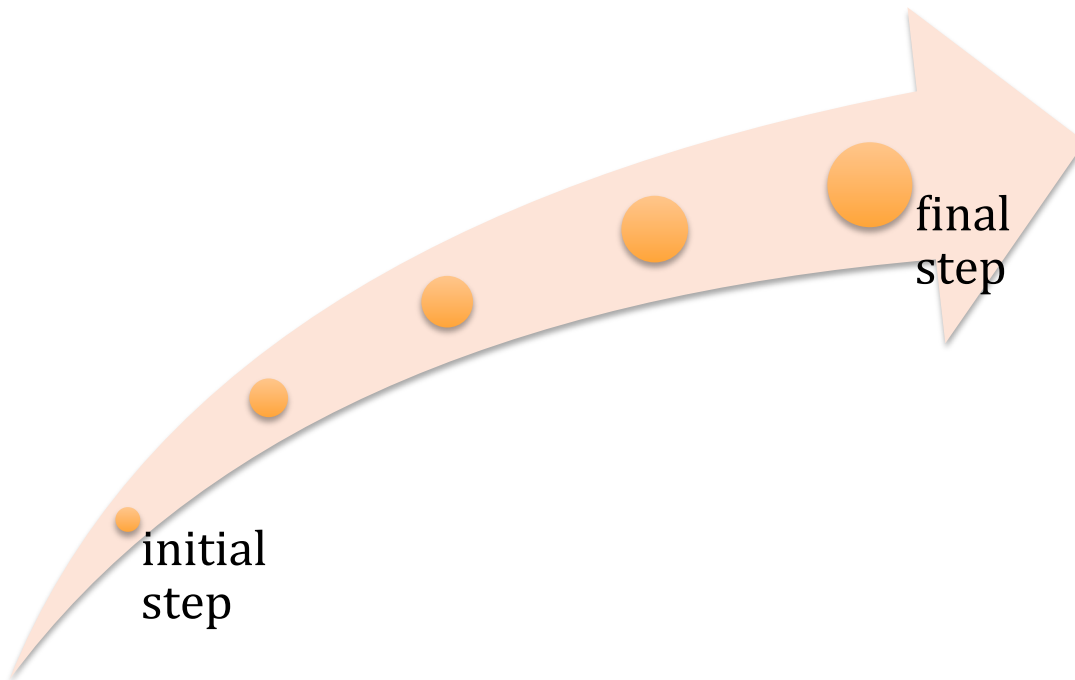


2. Select two advertisements from your magazine collection. For each, complete the following tables below.

<b>advertisement 1</b>
advertisement for...
main message...
visual image...
catchy words...
techniques used and why...

<b>advertisement 2</b>
advertisement for...
main message...
visual image...
catchy words...
techniques used and why...

3. Due to their great influence on one another, peers have a responsibility to assist each other in being wise consumers. As a group, design a 'plan of attack', which lists steps that can be taken to ensure we become positive consumer influencers.



4. In groups, design a magazine advertisement for a free or inexpensive product that will enhance the health and safety of young people. You will be expected to present your plans for the advertisement to the rest of the class. Be sure to include:

- a visual representation
- the techniques used to persuade young people in the advertisement and why they were chosen



# Activity Eleven:

Aim:	Students will learn about a range of nutritional information found on a number of food labels and how these nutrients affect the body. Students will learn how to read food labels, and notice where to find the important nutrients needed for the body, and appropriate serving sizes and dietary intake.
Purpose:	Students need to learn this, as they need to be aware of the contents of the foods they are consuming, whether it be due to allergies or just to maintain their own health. Students need to learn to make health food decisions and why some products are 'better' than others.
Outcomes	<b>4.8</b> A student describes how to access and assess health information, products and services.
Focus:	<b>5.8</b> A student critically analyses health information, products and services to promote health.
Year Group:	Year 10 PDHPE
Time:	40 minutes
Materials:	<ul style="list-style-type: none"><li>• activity sheet</li><li>• food labels</li><li>• computer</li></ul>

# A BREAKDOWN OF NUTRITIONAL INFORMATION

## Task Description and Requirements:

### Energy

The amount of energy contained is displayed in kilojoules (kJ). This is particularly useful if you are keeping track of the total amount of kilojoules you are consuming in a day. When looking at the amount of energy per serve, make sure you check the total weight amount of the food product to determine the portion of the serving size.

### Protein

Protein is a vital source of nutrition and assists in the function of various bodily processes, such as the building of skin and nail cells. Most Australians consume plenty of protein in their daily diet, however, it should be eaten in moderation as part of a balanced diet. Sources of protein include lean meat, poultry, seafood, eggs, yoghurt, beans, seeds, nuts and soy products.

### Fats

A nutritional label will provide you with a total amount of fat, then break this amount down into the amount of saturated fat. Saturated fat should be consumed in minimal amounts, as it is particularly bad for your health and can increase your risk of heart disease and high cholesterol. It is often used in processed foods in the form of vegetable oils, such as palm and cottonseed oil. Good, unsaturated fat can be found in foods such as avocado, fish, olive oil and nuts. A product that contains less than 3 per cent fat can be deemed low-fat.

### Carbohydrates

Carbohydrates are the primary source of fuel for our bodies and are made up of sugars and starches. They have often been classified as complex (high-fibre and taking longer to digest) and simple (often containing refined sugar and less vitamins and minerals). The glycaemic index is (GI) is another way to rate carbohydrates in terms of how quickly they are absorbed by the body and increase the amount of glucose in the blood.

Carbohydrate-rich foods that have a low-glycaemic index, such as beans, pasta, oats and lentils, release glucose into the bloodstream much slower than foods such as potatoes, long-grain rice, lollies and white bread, which have a high-glycaemic index. This means that low-glycaemic foods will release energy at a slower rate, keeping you fuller and providing you with more energy for longer periods of time.

### Sodium

Sodium is the amount of salt contained in foods. For a food product to be low in salt, it must contain less than 120 mg of sodium per 100 g. Most Australians are unaware of the amount of salt they are consuming each day, as processed foods can contain high levels of sodium. The amount of salt we consume should be kept to a minimum, particularly by those who have high blood pressure.

NUTRITION INFORMATION		
Servings per package: 3		
Serving size: 150g		
	quantity per serving	quantity per 100 g
energy	608 kJ	405 kJ
protein	7.5 g	2.8 g
fat, total	7.5 g	4.9 g
— saturated	1.5 g	1.0 g
carbohydrates	18.6 g	12.4 g
— sugars	17.5 g	11.7 g
sodium	60 mg	45 mg
calcium	250 mg	166.7 mg
dietary fibre	6.2 g	4.1 g

Ingredients: Whole milk, concentrated skim milk, sugar, raspberries (10%), vanilla extract, gelatine, culture, thickener (1442)

PRODUCT OF AUSTRALIA  
BEST BEFORE 10 MAY 2011

## Calcium

Calcium, like sodium, is listed in milligrams rather than grams. It is an essential nutrient for the development of strong teeth and bones, and can be found in milk and other dairy products.

## Dietary Fibre

Fibre is an important nutrient, vital for the digestion of food and in reducing cholesterol. For a food product to be classified as being high in fibre, it must contain at least 4 g of fibre per serve. The best sources of fibre are fruit and vegetables, wholegrain breads and cereals, beans and lentils.

## Additives

All natural or synthetic food additives must be noted in the list of ingredients. They are listed by name and type, so that those with allergies to certain additives can more easily avoid them. Thickener/stabiliser 1442, for example, is hydroxypropyl distarch phosphate.

Additives can be classified into the following groups:

- colours—restore or add colour to food
- flavour enhancers—draw out the flavour in food
- preservatives—prolong the shelf life of food
- antioxidants—prevent foods containing fats and oils from going off
- thickeners—modify the consistency of food
- food acids—maintain the acidity of food
- humectants—control moisture levels in foods, particularly baked goods

Answer the following questions based on the passage you have just read.

1. What is compulsory information for manufacturers to list on a food label?

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2. Distinguish between the type of carbohydrate that should be consumed the most and the type of carbohydrate that should be consumed the least.

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3. Identify which nutrients are not listed in grams (g).

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4. What does a product need to have in order to be labelled as 'low salt'?

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5. How can you determine how much 'unwanted fat' is found in a product?

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6. Explain why fibre is good for our diet?

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7. Identify the condition for a product to be classified as 'high in fibre'.

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8. What is the purpose of a thickening additive in food?

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9. What is the difference between a use-by and a best-before date?

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10. Obtain a food label from any food product and paste it in the space below.





# Activity Twelve:

Aim:	Students will learn about the nutrients found within the 5 food groups, and be able to give examples of each and what they do within the body, and how an eating disorder can be brought about by nutrients lacking in the diet and how it can affect an individual's life, along with the people around them. Students also need to learn how to plan a healthy food diet.
Purpose:	Students need to learn this, as they need to understand all the nutrients they are consuming play a vital role in the body and be able to distinguish what foods have what nutrients, and be able to plan a healthy food diet so that they are able to make correct food decisions. Students also need to learn about eating disorders and how they are affected by nutrient intake and how it can affect the individuals.
Outcomes	<b>5.6</b> A student analyses attitudes, behaviours and consequences related to health issues affecting young people.
Focus:	<b>5.7</b> A student analyses influences on health decision-making and develops strategies to promote health and safe behaviours. <b>5.8</b> A student critically analyses health information, products and services to promote health.
Year Group:	Year 9 PDHPE
Time:	2 weeks after distribution
Materials:	As this is a take home assessment task, students will be required to use a range of resources, including textbooks, websites and referenced journal articles.

# NUTRITION THROUGHOUT LIFE



## Task Description and Requirements:

### PART A: Research Nutrients

In a table format, explain:

- a) Nutrient type (include carbohydrates, fats and oils, protein, water, vitamins, minerals and dietary fibre)
- b) 4 examples of each nutrient
- c) Uses for the body

### PART B: Eating Disorder

Choose 1 eating disorder and:

- a) Provide an explanation of the disorder
- b) The effect that it will have on individuals
- c) How it impacts family members
- d) Research a true story of an individual who has suffered an eating disorder and provide details of their struggle with the disorder

### PART C: Healthy Nutritional Diet

Design a healthy nutritional diet for a sport of your choice:

- a) The diet should be broken into 6 meals (breakfast, morning tea, lunch, afternoon tea, dinner and dessert)
- b) Include the amount of food consumed in these meals
- c) Include what would be consumed on training and game days
- d) Provide a paragraph justifying the foods you have recommended

# RESOURCES

## WEBSITES:

### **FuelUptoPlay60:**

<http://school.fueluptoplay60.com/tools/nutrition-education/games.php>

Date Retrieved: 27/4/12

### **MeasureUp – Food Labels:**

<http://www.measureup.gov.au/internet/abhi/publishing.nsf/Content/How+to+read+food+labels-lp>

Date Retrieved: 27/4/12

### **MeasureUp – Recommended Serving Sizes:**

<http://www.measureup.gov.au/internet/abhi/publishing.nsf/Content/Portion+and+serving+sizes-lp>

Date Retrieved: 26/4/12

### **MeasureUp – QUIZ:**

<http://www.measureup.gov.au/internet/abhi/publishing.nsf/Content/quiz-how-healthy>

Date Retrieved: 28/4/12

### **McDonalds:**

[www.mcdonalds.com.au](http://www.mcdonalds.com.au)

Date Retrieved: 29/4/12

### **YouTube – Supersize Me:**

<http://www.youtube.com/watch?v=mQj2u4ap5bo&feature=related>

Date Retrieved: 28/4/12

### **Children and Youth Health – Eating Disorders:**

<http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=243&np=293&id=2172>

Date Retrieved: 27/4/12

## TEXTBOOKS:

Student Workbook Year 9 PDHPE, OAKHILL COLLEGE

Student Workbook Year 9 PDHPE, MOUNT ST BENEDICT COLLEGE