

<b>Safety issues</b>	
Potential sensitivity relating to health risks	
<b>KS3 Science Programme of Study (DfE National Curriculum PoS)</b>	<b>KS4 GCSE Science Programme of Study (DfE National Curriculum PoS)</b>
<p><b>Scientific attitudes</b></p> <ul style="list-style-type: none"> <li>pay attention to objectivity and concern for accuracy, precision, repeatability and reproducibility</li> <li>evaluate risks</li> </ul> <p><b>Experimental skills and investigations</b></p> <ul style="list-style-type: none"> <li>ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience</li> <li>select plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables where appropriate</li> <li>make and record observations and measurements using a range of methods for different investigations; and evaluate reliability of methods and suggest possible improvements</li> </ul> <p><b>Analysis and evaluation</b></p> <ul style="list-style-type: none"> <li>present observations and data using appropriate methods, including tables</li> <li>interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions</li> <li>present reasoned explanations, including explaining data in relation to predictions and hypotheses</li> <li>evaluate data, showing awareness of potential sources of random and systematic error</li> <li>identify further questions arising from their results</li> </ul>	<p><b>Development of Scientific thinking</b></p> <ul style="list-style-type: none"> <li>appreciating the power and limitations of science and considering ethical issues which may arise</li> <li>explaining everyday and technological applications of science; evaluating associated personal, social, economic and environmental implications; and making decisions based on the evaluation of evidence and arguments</li> <li>evaluating risks both in practical science and the wider social context, including perception of risk</li> <li>recognising the importance of peer review of results and of communication of results to a range of audiences</li> </ul> <p><b>Experimental skills and strategies</b></p> <ul style="list-style-type: none"> <li>use scientific theories and explanations to develop hypotheses</li> <li>making and recording observations and measurements using a range of apparatus and methods</li> </ul> <p><b>Analysis and evaluation</b></p> <ul style="list-style-type: none"> <li>presenting observations and other data using appropriate methods</li> <li>translating data from one form to another</li> <li>interpret observations and data including identifying patterns and trends, make inferences and draw conclusions</li> <li>presenting reasoned explanations, including relating data to hypotheses</li> <li>being objective, evaluating data in terms of accuracy, precision, repeatability and reproducibility and identifying potential sources of random and systematic error</li> </ul>
<b>KS3 Biology subject content (DfE National Curriculum PoS)</b>	<b>KS4 Biology subject content (DfE National Curriculum PoS)</b>
<p><b>Nutrition and digestion</b></p> <ul style="list-style-type: none"> <li>the consequences of imbalance in the diet, including obesity, starvation and deficiency diseases</li> </ul>	<p><b>Health, disease and the development of medicines</b></p> <ul style="list-style-type: none"> <li>the relationship between health and disease</li> <li>non-communicable diseases</li> <li>the impact of lifestyle on the incidence of non-communicable diseases</li> </ul>
<b>KS4 GCSE Food preparation and nutrition (DfE National Curriculum PoS)</b>	
<p><b>Food choice</b></p> <ul style="list-style-type: none"> <li>how to make informed choices about food and drink to achieve a varied and balanced diet, including awareness of portion sizes and costs</li> </ul>	

### PSHE (DfE National Curriculum PoS)

#### Physical health and fitness

- the risks associated with an inactive lifestyle (including obesity)
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cancer and cardio-vascular ill-health

#### Internet safety and harms

- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online

### Behaviour Change Theory links

- BCT 1.2 Problem solving
- BCT 5.1 Information about health consequences
- BCT 9.2 Pros and cons
- BCT 9.3 Comparative imagining of future outcomes
- BCT 16.3 Vicarious consequences

# Lesson 5

## Making Choices



### Objectives

At the end of this lesson students should be able to:

- Analyse health data and health risks
- Review progress made with health pledge
- Evaluate marketing strategies used in selling food

### Hook

The Power of Marketing  
Alphabet Challenge on lesson  
PowerPoint

### Activities:

!!This lesson covers some sensitive issues and you may want to discuss these with students at the start, see 'Discussing sensitive issues' in the Teaching Tips on p.12. Introduce the lesson and share the objectives with the students. Individuals record how confident they are for each of the objectives at the start of the lesson.

### Starter:

#### Activity 1: Thinking about your own health



Time: 10 minutes

Students can either enter Chris's or their own data into the online 'How are You' Quiz, NHS tool: [www.nhs.uk/oneyou/how-are-you-quiz/](http://www.nhs.uk/oneyou/how-are-you-quiz/)

Chris's information is included on p.55 of the teacher's guide and on the memory stick. The quiz is designed for over 18's however the questions are appropriate for teenagers. We recommend you do the quiz yourself first to judge the suitability for your class. **N.B. students do not need to enter their contact details.** Class discussion, **'How would you rate Chris's or your own health? How important is your health to you?'**

Suggest ways in which either themselves or Chris could change their/his behaviour to reduce the risk of developing an NCD, **'How could you/Chris reduce your/his risk? How does your health pledge help you improve your health?'**

### Main

#### Activity 2: Are you aware of the marketing tactics used?



Time: 5 minutes

Students discuss all the possible methods that they can think of that companies use to encourage young people to buy their food products.

#### Activity 3: What marketing tactics are you aware of?



Time: 15 minutes

Working in small groups students look at the images on the cards showing examples of different marketing methods used and ask the following questions **'What are the different methods used? Which ones have you experienced yourself? Where are they used? How do you think they work?'** Share a summary of their key ideas with the whole class, question and answer through discussion.

NB The Government's Childhood Obesity Strategy gives teachers further background to support this lesson and can be found here: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/718903/childhood-obesity-a-plan-for-action-chapter-2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/718903/childhood-obesity-a-plan-for-action-chapter-2.pdf)

# Lesson 5 Making Choices



### Lesson 5 Who Controls What you Eat?

**The facts:**

- There is a conclusive link between the diet of children and teenagers and their mental and emotional health and wellbeing
- Our environment has slowly changed, making it harder for children and teenagers to make healthy choices
- Efforts to help children eat healthily are being undermined by sophisticated promotions for unhealthy foods
- Unhealthy foods are three times cheaper than healthy food
- Half of breakfast cereals marketed to children and teenagers are high in sugar and a single portion would make up a third of their daily allowance

**Activity 2: How do you think companies encourage you to buy junk food?**

Discuss all the possible methods that you can think of with a partner.


**Did you know?**

- Children and teenagers are particularly susceptible to advertising of unhealthy food and drink. See it, want it, buy it, eat it!
- Marketing techniques used to target children and teenagers are increasingly sophisticated, and often work at a subliminal level that is not recognised

**Activity 3: What marketing tactics are you aware of?**

Have a look at examples of the different marketing tactics used on the cards. How many have you experienced?

Rank the cards in order of which you are most concerned about to the least concerned.



### Lesson 5 Food Marketing Strategies

**Activity 4: Who is feeding teenagers' junk food habits?**

Describe 3 different examples of marketing tactics you have experienced in the table below:

Location of where you are being targeted?	What tactics do they use? How do they work?	How does this make you feel? What do you think should be done about this?

If you had the power, what changes would be your priority?

Find out how aware the rest of your family are of these marketing strategies.

## Main

### Activity 4: Who is feeding teenagers' junk habits?



**Time: 20 minutes**

Students choose three examples of the marketing strategies that they have experienced to complete the table, describing in more detail what the marketing strategies are and what are the students' opinions about them.

N.B. The following website enables you to look at the different food outlets surrounding your school using the mapping the food environment across the UK tool at [www.feat-tool.org.uk/feat2/](http://www.feat-tool.org.uk/feat2/)

## Plenary



**Time: 5 minutes**

Students refer back to the lesson objectives and complete the assessment for learning activity in the orange boxes, feedback and share an interesting fact they have found out from the lesson.



**Remind students about using the LifeLab app they downloaded**

## Homework/Extension Activity

Encourage the students to reflect on the few 'healthy' adverts that are available and whether they remember or feel as enticed by them as the unhealthy adverts and why they might feel differently about them. Healthy examples could include Colin the Carrot in Aldi's Christmas adverts and perhaps even the age old Popeye who most students today probably don't even know about! More healthy examples are on the teacher's PowerPoint.

## Resources

- Lesson 5 PowerPoint slides
- Student booklet pages 44-47
- **Access** to internet for online 'How are You' Quiz
- Students' own health pledges
- Marketing tactic cards x6 sets

## Keywords

- risk factors
- pledge
- marketing strategy