

Curriculum Level 4 Unit Plan

# Fast Food Sponsorship for Athletes



An inquiry-based unit plan that aims to engage students in exploring and developing an understanding of the issues and opinions surrounding athletes and fast food sponsorship.

This unit provides links to reading, writing and mathematics standards and Te Reo.

## Level 4: Fast Food Sponsorship for Athletes

### Lesson Overview

#### From Unit Plan

Lesson 1: Introduction/Hauora concept.....	10
<u>Resources:</u> (Refer to Level 4 Resources and information sheets booklet)	
<ul style="list-style-type: none"> <li>• Information sheet 1 – diagram may be enlarged for ease of viewing.</li> <li>• Information sheet 2.</li> <li>• Strips of paper for recording words on and blu-tack (15+ for each group)</li> <li>• A3 sheet of paper</li> <li>• Resource 1 (2 sides)– one copy per group</li> <li>• Resource 3 – one copy per student</li> </ul>	
Lesson 2: Advertising introduction/analysis.....	12
<u>Resources:</u>	
<ul style="list-style-type: none"> <li>• Set up smartboard/computer screen to watch the following ‘Beef and Lamb’ ad <a href="http://www.beeflambnz.co.nz/index.pl?page=campaigns&amp;m=56">http://www.beeflambnz.co.nz/index.pl?page=campaigns&amp;m=56</a>. (You might also like to think about the Burger King Breakers ad or the Sarah Ulmer ad for Mac Donalds Healthy Choices). Tasks are designed around the ‘45 second ad’ but others may be preferred. See for websites links the left column.</li> <li>• Resource 4 (2 sides) – one copy per group</li> </ul>	
Lesson 3-4: Athletes and fast food.....	14
<u>Resources:</u>	
<ul style="list-style-type: none"> <li>• Refer Information sheet 3 – Four signs required: Strongly agree, agree, disagree, strongly disagree</li> <li>• Resource 6 – one copy for each student</li> <li>• Information sheet 4</li> <li>• Resource 7 – one copy for each group</li> <li>• Resource 8 - Mix and match word and definition</li> <li>• Resource 9 - Pre-reading strategy</li> <li>• Resource 10 - Cooperative reading square</li> <li>• Resource 11 - Discussion</li> </ul>	
Lesson 5: Knowledge Attack 1 – What is a balanced diet for an athlete?.....	16
<u>Resources:</u>	
<ul style="list-style-type: none"> <li>• Have copies of resource 12, 13 and 14 for each student</li> </ul>	
Lesson 6-7: Persuasive writing assessment.....	18
<u>Resources:</u>	
<ul style="list-style-type: none"> <li>• Signs from Information sheet 3; strongly agree, agree, disagree, strongly disagree</li> <li>• Resource 15 – one copy per student</li> <li>• Resource 16 – one copy per student</li> </ul>	
Lesson 8: Investigating other people’s opinions on athletes’ and fast food sponsorship (big question).....	19
<u>Resources:</u>	
<ul style="list-style-type: none"> <li>• Information sheet 7</li> <li>• A3 sheets of paper set up around the classroom with 1 bus stop question on each.</li> <li>• Resource 17 – copy 1 for each pair of students.</li> <li>• Information sheet 8 – Survey information</li> </ul>	
Lesson 9: Designing a survey.....	21
<u>Resources:</u>	
<ul style="list-style-type: none"> <li>• Resource 17 – as above with one copy for each student as a reference</li> <li>• Information sheet 8</li> </ul>	
Lesson 10: Gathering information – Conducting a survey.....	23
<u>Resources:</u>	

<ul style="list-style-type: none"> <li>• Individual/Groups have survey form copied</li> </ul>	
Lesson 11: Collate and analyse data.....	25
Resources:	
<ul style="list-style-type: none"> <li>• Completed group survey sheets</li> <li>• Information sheet 8</li> </ul>	
Lesson 12-13: Conclusions/Action 1.....	27
Resources:	
<ul style="list-style-type: none"> <li>• Resource 18 –one copy per group</li> <li>• Resources for presentation work</li> </ul>	
Lesson 14-15: Action 2.....	29
Resources:	
<ul style="list-style-type: none"> <li>• Resource 19 – one copy per group</li> </ul>	
Lesson 16: Evaluation.....	30
Resources:	
<ul style="list-style-type: none"> <li>• Evaluation data</li> </ul>	

Purpose: To engage students in exploring and developing an understanding of the issues and opinions surrounding athletes' and fast food sponsorship

Curriculum Level(s) 4

Curriculum Areas Incorporated		Achievement Objectives <i>Relevant to the activity, including possible links</i>	Specific Learning Outcomes. Students will be able to
Health and Physical Education	Health	<p>Healthy Communities and Environment</p> <p><i>Societal attitudes and values</i></p> <p>Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand.</p>	<ul style="list-style-type: none"> <li>• Examine issues and challenges associated with athletes promoting fast food. (HP SLO2)</li> <li>• Demonstrate an understanding of good nutrition and apply such knowledge to athletes' food intake. (to assess) (HP SLO3)</li> <li>• Analyse the nutritional content of fast food and compare with a sample athletes food intake. (HP SLO4)</li> <li>• Investigate and compare the opinions of identified groups regarding athletes promoting fast food. (HP SLO5)</li> <li>• Take collective action to increase identified groups understanding of how misleading advertising involving athletes and fast food can be. (to assess) (HP SLO6)</li> </ul>

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English	<p>Listening, Reading and Viewing</p> <p><i>Processes and strategies</i></p> <p>Integrate sources of information, processes, and strategies confidently to identify, form and express ideas.</p> <ul style="list-style-type: none"> <li>• Recognises and understands the connections between oral, written, and visual language.</li> <li>• Integrates sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts.</li> <li>• Selects and uses a range of processing and comprehension strategies with increasing understanding and confidence.</li> <li>• Thinks critically about texts with increasing understanding and confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, analyse and discuss aspects of advertising used to persuade consumers to purchase goods. (E SLO1)</li> <li>• Read and critically review a range of texts. (E SLO2)</li> <li>• Read, interpret and apply nutritional information in the analysis of fast food and athletes' food. (to assess) (E SLO3)</li> </ul>
	<p>Speaking, writing, and presenting</p> <p><i>Processes and strategies</i></p> <ul style="list-style-type: none"> <li>• Integrate sources of information, processes, and strategies confidently to identify, form and express ideas.</li> <li>• Uses an increasing understanding of the connections between oral, written and visual language when creating texts.</li> <li>• Creates a range of texts by integrating sources of information and processing strategies with increasing confidence.</li> <li>• Seeks feedback and makes changes to texts to improve clarity, meaning, and effect.</li> <li>• Is reflective about the production of own texts: monitors and self-evaluates progress, articulating learning with growing</li> </ul>	<ul style="list-style-type: none"> <li>• Construct texts with an awareness of audience and purpose, using key strategies and language to persuade other readers. (to assess) (E SLO4)</li> <li>• Design a survey which integrates varying sources of information and conduct with an identified group. (E SLO5)</li> <li>• Create and present an advertisement showcasing a 'healthy' food product by a well-known athlete. (E SLO6)</li> </ul>

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		confidence.	
Mathematics and Statistics	Statistics	<p>In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. They will solve problems and model situations that require them to:</p> <p>Statistical investigation</p> <p>Plan and conduct investigations using the statistical enquiry cycle:</p> <ul style="list-style-type: none"> <li>determining appropriate variables and data collection methods.</li> <li>gathering, sorting and displaying multivariate category, measurement, and time-series data to detect patterns, variations, relationships, and trends.</li> <li>comparing distributions visually.</li> <li>communicating findings, using appropriate displays.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and conduct a survey investigating the opinions of a variety of identified groups. (M SLO1)</li> <li>Determine appropriate variables and data collection method. (M SLO2)</li> <li>Accurately gather, sort, and display data in different ways.(M SLO3)</li> <li>Analysis data and detect patterns and variations.(M SLO4)</li> <li>Convey findings clearly and appropriately. (assess all above) SM SLO5)</li> </ul>
Te Aho Arataki Marau mō te Ako Te Reo Māori	Taumata	<p>4.1 – Request, offer, accept and decline things, invitations/suggestions</p> <p>4.2 – Communicate about plans for the immediate future</p> <p>4.3 – Communicate about obligations or responsibilities</p> <p>4.4. – Give and seek permission or agreement</p> <p>4.5. – Communicate about quality, quantity and the cost of things</p>	<ul style="list-style-type: none"> <li>Requesting, accepting or declining to participate in breakfast survey (T SLO1)</li> <li>Discussing, planning, recording a checklist of what group members will do to prepare breakfast survey (T SLO2)</li> <li>Making a list of what they expect from athletes in terms of role modelling healthy eating (T</li> </ul>

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			<p>SLO3)</p> <ul style="list-style-type: none"> <li>• Seek agreement from participants to take part in their breakfast survey (T SLO4)</li> <li>• Asking and answering questions about their breakfast survey results (T SLO5)</li> </ul>

**Taumata:** Level 1-4 AO and assessment activities depending on ability of individuals (pg 56 -61)

## Links to Curriculum

**To be encouraged, modelled and explored. (NZC p9-11). What aspects of the values does this activity explore, encourage or model.**

<b>Vision</b>	<b>Principles</b>	<b>Values</b>	<b>Key competencies</b>	<b>Pedagogical Approaches</b>
<p>What we want for our young people</p> <ul style="list-style-type: none"> <li>• confident</li> <li>• connected</li> <li>• actively involved</li> <li>• lifelong learners</li> </ul>	<p>Beliefs about what is important</p> <ul style="list-style-type: none"> <li>• high expectations</li> <li>• Treaty of Waitangi</li> <li>• Cultural diversity</li> <li>• Inclusion</li> <li>• Learning to learn</li> <li>• Community engagement</li> <li>• Coherence</li> <li>• Future focus</li> </ul>	<p>Expressed in thought and actions</p> <ul style="list-style-type: none"> <li>• Excellence</li> <li>• Innovation, inquiry and curiosity</li> <li>• Diversity</li> <li>• Equity</li> <li>• Community and participation</li> <li>• Ecological sustainability</li> <li>• Integrity</li> </ul>	<p>Which of the key competencies (NZC p12-13)</p> <ul style="list-style-type: none"> <li>• Thinking</li> <li>• Using language, symbols and texts</li> <li>• Managing self</li> <li>• Relating to others</li> <li>• Participating and contributing</li> </ul>	<p>Aspects of effective pedagogy (NZ p34-36) are highlighted in the activity.</p> <ul style="list-style-type: none"> <li>• Creating a supportive learning environment</li> <li>• Encouraging reflective thought and action</li> <li>• Enhancing the relevance of new learning</li> <li>• Facilitating shared learning</li> <li>• Making connections to prior learning</li> <li>• Providing sufficient opportunities to learn</li> <li>• E-learning</li> <li>• Engaging Maori / Pasifika students and their communities</li> </ul>



## National Standards Assessment

### The New Zealand Curriculum Reading Standards for years 1- 8

**The Reading Standard** – By the end of year 8, students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 4. Students will locate, evaluate and synthesis information and ideas within and across a small range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.

### The New Zealand Curriculum Writing Standards for years 1-8

**The Writing Standard** – By the end of year 8, students will create texts in order to meet the writing demands of the New Zealand Curriculum at level 4. Students will use their writing to think about, record, and communicate experiences, ideas, and information to meet specific learning purposes across the curriculum.

### The New Zealand Curriculum Mathematics Standard for years 1- 8

#### The Mathematics Standard - Statistics

In contexts that require them to solve problems or model situations, students will be able to:

- investigate summary, comparison and relationship questions by using the statistical enquiry cycle:
  - gather or access multivariate category, measurement, and time-series data
  - sort data and display it in multiple ways, identifying patterns, variations, relationships, and trends and using ideas about middle and spread where appropriate
  - interpret results in context, identifying factors that produce uncertainty;
- express as fractions the likelihoods of outcomes for situations involving chance, checking for consistency between experimental results and models of all possible outcomes.

### National Standards Assessment and key competencies tasks

Tasks to assess the **Reading Standard** – refer to Lesson 13 and Information sheet 10

Tasks to assess the **Writing Standard** – refer to Lesson 6 and Information sheet 10

Tasks to assess the **Mathematics Standard** – refer to Lesson 10 and Information sheet 10

Tasks to assess **key competencies**; managing self, relating to others, participating and contributing refer to resource 2 group work – tasks covered in Lessons 1,2

#### Planned Assessments

Assessments should include both formative and summative and any suggestions made in this unit need to be cognisant of student needs and abilities. Within the inquiry model assessment should be on-going reflecting understanding at key points along the way.

**Spotlight on:** Inquiry based learning, e-learning

Inquiry Learning – Developing Rubrics <http://www.galileo.org/research/publications/rubric.pdf>

## Links and resources

### TKI

Curriculum documents - <http://nzcurriculum.tki.org.nz/>

Well-being, Hauora - <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Health-and-physical-education/What-is-HPE-about#footnote1>

Curriculum in Action Series – Choice Food! Food and Nutrition Years 7-8 - [http://www.tki.org.nz/r/health/cia/index\\_e.php](http://www.tki.org.nz/r/health/cia/index_e.php)

Maori Vocabulary for food <http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Vocabulary>

In the curriculum guidelines, [Te Aho Arataki](http://tereomaori.tki.org.nz/Curriculum-guidelines/Levels-1-8-Curriculum-Guidelines-for-Teaching-and-Learning-Te-Reo-Maori/Levels-1-and-2-Beginning-to-use-te-reo-Maori) there are suggestions for possible learning and assessment activities for [curriculum levels 1-2](http://tereomaori.tki.org.nz/Curriculum-guidelines/Levels-1-8-Curriculum-Guidelines-for-Teaching-and-Learning-Te-Reo-Maori/Levels-1-and-2-Beginning-to-use-te-reo-Maori) <http://tereomaori.tki.org.nz/Curriculum-guidelines/Levels-1-8-Curriculum-Guidelines-for-Teaching-and-Learning-Te-Reo-Maori/Levels-1-and-2-Beginning-to-use-te-reo-Maori> and [curriculum levels 3-4](http://tereomaori.tki.org.nz/Curriculum-guidelines/Levels-1-8-Curriculum-Guidelines-for-Teaching-and-Learning-Te-Reo-Maori/Levels-1-and-2-Beginning-to-use-te-reo-Maori). In addition, there is helpful material collected online in [Te Whakaipurangi Rauemi](http://tereomaori.tki.org.nz/Teacher-tools). <http://tereomaori.tki.org.nz/Teacher-tools>. This collection elaborates on some of the communicative tasks outlined in [Tasks and activities](#), including cloze tasks, dycomm tasks, information transfer tasks, multi-choice tasks, strip stories, same-different tasks, dictocomps, listen-and-draw tasks, true-false-make it right tasks, and 4-3-2 tasks

Promoting healthy lifestyles - <http://healthylifestyles.tki.org.nz/>

Food and nutrition snapshots of schools - <http://health.tki.org.nz/Key-collections/Healthy-lifestyles/Food-and-nutrition-snapshots>

Nutrition resource list - <http://healthylifestyles.tki.org.nz/National-nutrition-resource-list>

Other nutrition websites - <http://health.tki.org.nz/Key-collections/Healthy-lifestyles/Nutrition-websites>

### Other relevant sites

Health Promotion Agency – <https://www.hpa.org.nz/programme/nutrition-and-physical-activity>

Maori Health models - <http://www.maorihealth.govt.nz/moh.nsf/pagesma/196>

Pams Food for Thought – Nutrition Education Programme - <http://www.foodforthought.co.nz/>

Maori Vocabulary - <http://www.learningmedia.co.nz/ngata>

Healthy Food Guide – <http://www.healthyfoodguide.co.nz>

Statistics New Zealand – [www.stats.govt.nz](http://www.stats.govt.nz)

### Reading Resources

Classroom Connections – Strategies for Integrated Learning by Kath Murdoch

Ministry of Education ‘The New Zealand Curriculum Reading and Writing Standards for Years 1-8’

Healthy Food Guide– March 2019 ‘We rate takeaways- The best and the worst’ – <https://www.healthyfood.co.nz/advice/we-rate-takeaways-the-best-and-the-worst>

### Heart Foundation

Education – <https://www.heartfoundation.org.nz/educators/edu-resources>

### References

- Amery, H. (2007). First Hundred Words in Māori. Wellington: Huia Publishers. [For a kitchen, see pages 6–9]
- Amery, Heather (2006). First Thousand Words in Māori. Wellington: Huia Publishers. [For food, see pages 36–37; for the supermarket, see pages 34–35; and for the kitchen, see pages 6–7.]
- Barlow, C. (1996). Tikanga Whakaaro – Key Concepts in Māori Culture. Auckland: Oxford University Press.
- Litchfield, Jo (2009). Everyday Words in Māori. Wellington: Huia Publishers. [For a kitchen, see pages 12–13, and for food, see pages 14–15].
- Mead, Hirini Moko and Grove, Neil (2003). Ngā Pēpeha a ngā Tīpuna. Wellington: Victoria University Press.
- Ministry of Education (2008). Hei Waiata, Hei Whakakoakoa – Waiata to Support Teaching and Learning of te Reo Māori in English-medium Schools: Years 1–8. Wellington: Learning Media. [Book and CD]
- Ministry of Education (1990). Into Music 3. Wellington: Learning Media. [See pages 13–15 and 74. Book and CD.]
- Ministry of Education (1990). Kiwi Kidsongs 1. Wellington: Learning Media. [Book and CD]
- Moorefield, John C. (1998). Te Kākano. Auckland: Longman Paul. [For breakfast, see pages 18–19, 63, and 68–74 and for shopping, see pages 93–98 and 106.]
- Orbell, M. (2007). The Concise Encyclopedia of Māori Myth and Legend. Christchurch: University of Canterbury Press.
- Tauroa, Hiwi and Pat (1990). Māori Phrasebook and Dictionary. Auckland: Collins.
- Vercoe, Rosalind and Waaka (2008). Nāu te Rourou, Nāku te Rourou. Wellington: Huia Publishers.

### Reading Resources

- (2009). He Purou Hua Rākau. Wellington: Learning Media. [This Pīpī book is about fruit.] Te Awa, Manu (2009). He Reka! Wellington: Learning Media. [This Pīpī book is about vegetables.] Te Rōpū ... (2009). He Purou Hua Rākau. Wellington: Learning Media. [This Pīpī book is about fruit.] Te Awa, Manu (2009). He Reka! Wellington: Learning Media. [This Pīpī book is about vegetables.] Te Rōpū
- Black-Taute, Hera (2010). He Taonga anō te Kai. Wellington: Learning Media. [This He Purapura book contrasts some healthy and unhealthy foods.]
- Fitzgerald, Tangihoro (2006). Ētahi Kai. Wellington: Learning Media. [This He Purapura book features a family preparing a feast.]
- Gibson-Ngatai, Kararaina (2001). Te Hāngi. Ngaruawahia: Kia Ata Mai Publications. [This Ngā Kete Kōrero book looks at the food in a hāngi.]
- Henry, Mike (2005). Haere Mai ki te Kai. Wellington: Huia Publishers. [This Ngā Kete Kōrero book is about sandwiches.]
- Jorgensen, Billy (2007). Māku te Mahi. Wellington: Learning Media. [This He Purapura features kūmara.]
- Kaa, Oho (2007). Kānga Kōpiro. Wellington: Learning Media. [This He Purapura book features kānga kōpiro (fermented corn).]
- Mahuika, Apirana (2000). Poaka Kunekune. Wellington: Learning Media. [This is one of ten enlarged He Purapura books published with teachers' notes. It contains descriptions of food.]
- Ministry of Education (2006). Ia Ata. Wellington: Huia Publishers. [This is a Ngā Kete Kōrero book about making breakfast.]

Ministry of Education (2006). Kai Ora 1. Wellington: Hana. [These twelve books, recipe cards, and a teachers' resource book feature tītī, kūmara, kuku, and tuna.]

Ministry of Education (2007). Kai Ora 2. Wellington: Hana. [These twelve books, recipe cards, and a teachers' resource book feature pātiki, pāua, pikopiko, and hue.]

Ministry of Education (2006). Te Uru Rākau. Wellington: Huia Publishers. [This is a Ngā Kete Kōrero book about fruit.]

Rewi, Tangiwai (2001). He Aha Hei Kai mā Pēpi? Wellington: Learning Media. [This Ngā Kete Kōrero book looks at baby food.]

Riddell, Maringi (1998). He Kai Reka. Wellington: Learning Media. [This Ngā Kete Kōrero book is about delicious food.]

Te Awa, Manu (2009). He Kai Hauora. Wellington: Learning Media. [This Pīpī book is about what goes in a salad.]

Te Awa, Manu (2009). He Purou Hua Rākau. Wellington: Learning Media. [This Pīpī book is about fruit.]

Te Awa, Manu (2009). He Reka! Wellington: Learning Media. [This Pīpī book is about vegetables.]

Te Rōpū a Huia (2000). He Mahi Tōhi. Wellington: Huia Publishers. [This Ngā Kete Kōrero book explains how to make a piece of toast.]

Watson, Tipene (2003). Te Mīhini Whakahanumi. [This He Purapura story involves a boy and a blender.]

**Kūmara Treats** by Genevieve McGough From School Journal, Part 1, Number 4, 2007  
[http://www.tki.org.nz/r/literacy\\_numeracy/professional/teachers\\_notes/school\\_journal/tchr\\_notes/1\\_4\\_2007\\_e.php?part=1](http://www.tki.org.nz/r/literacy_numeracy/professional/teachers_notes/school_journal/tchr_notes/1_4_2007_e.php?part=1)  
 Classroom Connections – Strategies for Integrated Learning by Kath Murdoch

### Songs and Waiata

“Hei Konei e te Ariki” and “He Rourou mā Koutou” (in [Hei Waiata, Hei Whakakoakoa - Waiata to Support Teaching and Learning of te Reo Māori in English-medium Schools: Years 1-8](#)). “Kei Raro i te Moana” (in Kiwi Kidsongs 1, 1990)

### Animations

See Reomations (animations)- e mahi kai (Preparing food) ,Kei te hiakai ahau (I'm hungry) Te wā kai (Lunchtime)  
<http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Reomations/Te-wa-kai-Lunchtime>  
 Daily Food record (see <http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Tasks-and-activities/Daily-food-record> and <http://hereoora.tki.org.nz/Unit-plans/Unit-3-Kai/Reomations/Te-wa-kai-Lunchtime>)

Assessment opportunities	Structure	Curriculum and resource links
<b>Lesson 1: Introduction/Hauora concept</b>		
Overview: We are learning to explore the influence others have on the way we feel and the things we do (SLO H1 and H2).		
<p>We are successful when we can:</p> <ul style="list-style-type: none"> <li>Identify people close to us who influence our everyday lives</li> <li>Think about how the environment and people around us influence us</li> <li>Identify people who are not close to us and how they influence our everyday lives and identity</li> <li>Identify an athlete who influences us and explain why they influence is</li> </ul> <p><b>Te Reo</b> Learning intentions and success criteria rubrics for Te Reo <a href="http://hereoora.tki.org.nz/Unit-plans">http://hereoora.tki.org.nz/Unit-plans</a></p> <ul style="list-style-type: none"> <li>Ko au (I, me,</li> </ul>	<p><b>Prepare</b></p> <ul style="list-style-type: none"> <li>See Lesson Overview for Resources</li> </ul> <p><b>Connect</b></p> <ul style="list-style-type: none"> <li>Consider the many people we interact with each day/week – at home, school, sport etc.</li> <li>Think, pair, share. Students to list individually who these people are and where they interact with them. Who do you consider are the most important people on this list? Why? How do they make us feel? What do they do for us? Share thoughts with a partner. Discuss as a class some of these people and their importance to us.</li> </ul> <p><b>Activate</b></p> <ul style="list-style-type: none"> <li>As individuals the environment around us, which includes many different people, can directly impact on how we feel about ourselves, the decisions that we make and our well-being (Hauora).</li> <li>Introduce the diagram of Hauora with definitions of each wall (Information sheet 1) Physical – <i>taha tinana</i> Mental and emotional safety and support – <i>taha hinengaro</i> Social (interacting with others; developing a sense of belonging) – <i>taha Whanau</i> Spiritual (personal identity, beliefs, values) – <i>taha wairau</i></li> <li>Just as the four walls of this diagram are connected and impact on each other so too do other people and their actions. Consider the following scenarios (refer Information sheet 2), or ones of your own, and as a class make the connection with Hauora for each. When one aspect of our well-being is impacted on it has an affect on the</li> </ul>	<p>Refer to: <i>Health and Physical Education online</i> <a href="http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Health-and-physical-education/What-is-HPE-about#footnote1">http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Health-and-physical-education/What-is-HPE-about#footnote1</a></p> <p><b>Pedagogical links:</b></p> <ul style="list-style-type: none"> <li>Creating a supportive learning environment</li> <li>Encouraging reflective thought and action</li> <li>Enhancing the relevance of new learning</li> <li>Facilitating shared learning</li> <li>Making connections to prior learning</li> <li>Engaging Maori / Pasifika students and their communities</li> </ul> <p><b>Key competencies:</b></p> <ul style="list-style-type: none"> <li>Thinking</li> </ul>

Assessment opportunities	Structure	Curriculum and resource links
<p>myself)</p> <ul style="list-style-type: none"> <li>• Taku akomanga (My classroom)</li> <li>• Kai (Food)</li> <li>• Te huarere (The weather)</li> <li>• Hauora (Health)</li> <li>• Ngā tau (Numbers)</li> <li>• Ngā hākari (Celebrations)</li> <li>• Te marae (The marae).</li> </ul> <p>Evidence: to assess <b>Taumata level 4</b> Evidence: Teach and assess social and interpersonal skills (pgs. 5-14 in resource booklet). Student, Peer and Teacher assessment on-going.</p>	<p>others.</p> <p><b>Demonstrate</b></p> <ul style="list-style-type: none"> <li>• Sometimes the people close to us influence us greatly and other times those around us, even those we don't know very well, can also influence us.</li> <li>• See teacher and student resources on group work <b>Resource 2</b>. Group students in 3s or 4s and issue a handful of paper strips. Assign roles to group members – recorder, reporter etc. Consider our identity as New Zealanders. In groups answer the following questions and record on strips of paper. <ol style="list-style-type: none"> <li>1) When are we proud to be New Zealanders?</li> <li>2) Who are particular New Zealanders we are proud of? What have they achieved?</li> <li>3) List some words to describe how they make us feel when they achieve?</li> </ol> </li> <li>• On A3 paper under the headings 'What, Who and Words' rotate around groups and ask them to stick their strips of paper under the appropriate headings.</li> <li>• Discuss the list created, the connection we feel with these people, and the impact they have on our lives. Hopefully many of the people listed are athletes – highlight this. Why do you think this is so?</li> </ul> <p><b>Consolidate</b></p> <ul style="list-style-type: none"> <li>• In the same groups as above ask students to complete <b>Resource 1</b>. What were the answers for:</li> </ul> <p><u>Task 1:</u> Such a task can highlight just how well we know who our athletes in New Zealand are.</p> <p><u>Task 2:</u> What were some of the reasons we admire our athletes? We</p>	<ul style="list-style-type: none"> <li>• Managing self</li> <li>• Relating to others</li> <li>• Participating and contributing</li> </ul> <p><b>Literacy link:</b></p> <ul style="list-style-type: none"> <li>• Building a range of vocabulary.</li> <li>• Finding, selecting and retrieving information, summarising, constructing texts in poetic form</li> </ul> <p><b>Te Reo:</b> On-going opportunities to assess Te Reo - <a href="http://hereoora.tki.org.nz/Unit-plans">http://hereoora.tki.org.nz/Unit-plans</a></p>

Assessment opportunities	Structure	Curriculum and resource links
	<p>often admire them for how good they are at their chosen sports, can envy the life they lead with travel and often we want to be like them. Some of us play a sport or take up a sport because we admire a particular athlete or have seen them succeed at the Olympics, World Cup, etc.</p> <p><u>Task 3:</u> Where do we see/hear about our athletes? We learn more about our athletes through TV, newspaper, computer, radio, etc. As New Zealand is a small country we have great access to our athletes.</p> <ul style="list-style-type: none"> <li>• New Zealand is a great sporting nation. We love our sport and our athletes. We admire them, are proud of them, and are influenced by them. How much are we influenced by them?</li> <li>• Students individually complete a bio poem on an athlete of their choice (<b>Resource 3</b>). The bio-poems can be displayed around the room.</li> </ul>	
<b>Lesson 2: Advertising introduction/analysis</b>		
<u>Overview:</u> We are learning to identify features of advertising, with a focus on athletes playing key roles [SLO E1, E2, E4 and SLO H1]		
<p>We are successful when we can:</p> <ul style="list-style-type: none"> <li>• Discuss the role athletes have in promoting and advertising things</li> <li>• Critically analyse advertisements to identify the techniques used to persuade you to buy and eat beef</li> </ul>	<p><b>Prepare</b></p> <ul style="list-style-type: none"> <li>• See Lesson Overview for Resources</li> </ul> <p><b>Connect</b></p> <ul style="list-style-type: none"> <li>• Athletes in New Zealand and overseas are often used to promote different products. Can you think of any athletes and products they promote or sports which are sponsored by different companies? List on the board. Why do these companies and their products use athletes to promote things? Consider some of the information gathered from Lesson 1 around our athletes.</li> </ul> <p><b>Activate</b></p> <ul style="list-style-type: none"> <li>• Will shortly be watching a TV advertisement featuring athletes promoting a product. Before we do this complete the advertising</li> </ul>	<p><b>Pedagogical links:</b></p> <ul style="list-style-type: none"> <li>• Enhancing the relevance of new learning</li> <li>• Facilitating shared learning</li> <li>• Making connections to prior learning</li> <li>• Providing sufficient opportunities to learn</li> </ul> <p><b>Key competencies</b></p>



Assessment opportunities	Structure	Curriculum and resource links
<p>and lamb.</p> <p><b>Te Reo</b> Learning intentions and success criteria rubrics for Te Reo <a href="http://hereoora.tki.org.nz/Unit-plans">http://hereoora.tki.org.nz/Unit-plans</a></p> <ul style="list-style-type: none"> <li>• Ko au (I, me, myself)</li> <li>• Taku akomanga (My classroom)</li> <li>• Kai (Food)</li> <li>• Te huarere (The weather)</li> <li>• Hauora (Health)</li> <li>• Ngā tau (Numbers)</li> <li>• Ngā hākari (Celebrations)</li> <li>• Te marae (The marae).</li> </ul> <p>Evidence: to assess <b>Taumata level 4</b> Evidence: keep student responses to resource 4 and students own poster as evidence of being able to read, respond</p>	<p>terms mix and match. This will help you identify the types of techniques that are used in the Beef and Lamb ad. Teacher goes over correct answers.</p> <ul style="list-style-type: none"> <li>• A number of techniques are used in advertising to persuade us that we, as consumers, should buy the product. Watch the ad carefully and consider who/what the product is promoting and the effects being used (<b>refer resource 5</b>) to persuade the audience.</li> <li>• View ad.</li> </ul> <p><b>Demonstrate</b></p> <ul style="list-style-type: none"> <li>• Group students, assign roles (recorder, reporter, etc) and issue <b>Resource 4</b>. Explain task to students and allocate time to complete. Enable students to view the ad again.</li> </ul> <p><b>Consolidate</b></p> <ul style="list-style-type: none"> <li>• Rotate around groups and review answers to questions. Explore techniques used and the effect these may have on the identified audience.</li> <li>• Advertising, whether it is through TV, computer, paper, radio, is a powerful tool used to persuade people to buy a product. As New Zealand admires our athletes' greatly they are also powerful tools which can be used to persuade us to purchase products.</li> <li>• Students design their own poster ad to persuade young people to eat salad or fresh seaweed instead of a burger.</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking</li> <li>• Using language, symbols and texts</li> <li>• Relating to others</li> <li>• Participating and contributing</li> </ul> <p><b>Literacy links:</b></p> <ul style="list-style-type: none"> <li>• Identifying, integrating and using a range of persuasive language and strategies</li> <li>• Create a poster by integrating sources of information and processing advertising strategies with increasing confidence</li> </ul> <p><b>Te Reo:</b> On-going opportunities to assess Te Reo - <a href="http://hereoora.tki.org.nz/Unit-plans">http://hereoora.tki.org.nz/Unit-plans</a></p>



Assessment opportunities	Structure	Curriculum and resource links
to, and think critically about texts. Teach and Assess social and interpersonal skills (pgs. 5-14 in resource booklet). Student, Peer and Teacher assessment on-going.		
<b>Lesson 3 -4: Athletes and fast food</b>		
<i>Overview: We are learning to explore opinions regarding athletes and fast food sponsorship and to critique a relevant article (HP SLO 1, 2,5 and E SLO 1, 2 T SLO 3)</i>		
<p>We are successful when we can:</p> <ul style="list-style-type: none"> <li>• Make conclusions about what we know, value and feel about athletes promoting fast food (in English or Te Reo)</li> <li>• Provide reasons or justifications as to why we think, value or feel that way</li> <li>• See an issue from different perspectives</li> <li>• Utilise a range of pre-reading strategies to</li> </ul>	<p><b>Prepare</b></p> <ul style="list-style-type: none"> <li>• See Lesson Overview for Resources</li> </ul> <p><b>Connect</b></p> <ul style="list-style-type: none"> <li>• During the last lesson we looked at the impact advertising has on us and features of advertising which work to persuade us to buy a product. Athletes from New Zealand and overseas are often linked to products which are not always good for us such as fast food. Companies either have athletes directly promoting the products or a particular sport is sponsored by the product. Can you think of any New Zealand athletes/sports who promote fast food? Refer to Lesson 2 list. Examples include: Breakers – Burger King; Olympics – McDonalds; KFC – 20/20 cricket. How does it compare to the All Blacks promoting Weetbix?</li> </ul> <p><b>Activate</b></p> <ul style="list-style-type: none"> <li>• What are our opinions on this topic? Place four signs (strongly agree, agree, disagree, strongly disagree – Refer <b>Information sheet 3</b>) in four corners of the room. Read out the following statement (and write on the board) ‘It is acceptable for athletes to promote fast food.’ Explain that students are to stand by the sign which</li> </ul>	<p><b>Extension:</b> New Zealand advertising standards <a href="http://www.asa.co.nz/">http://www.asa.co.nz/</a> (click on codes on the banner)</p> <p><b>Pedagogical links:</b></p> <ul style="list-style-type: none"> <li>• Creating a supportive learning environment</li> <li>• Encouraging reflective thought and action</li> <li>• Enhancing the relevance of new learning</li> <li>• Facilitating shared learning</li> <li>• Making connections to prior learning</li> <li>• Providing sufficient opportunities to learn</li> </ul>

Assessment opportunities	Structure	Curriculum and resource links
<p>predict what a text will be about</p> <ul style="list-style-type: none"> <li>Utilise a range of reading comprehension strategies to understand a text</li> </ul> <p><b>Te Reo</b> Learning intentions and success criteria rubrics for Te Reo <a href="http://hereoora.tki.org.nz/New Zealand/Unit-plans">http://hereoora.tki.org.nz/New Zealand/Unit-plans</a></p> <ul style="list-style-type: none"> <li>Ko au (I, me, myself)</li> <li>Taku akomanga (My classroom)</li> <li>Kai (Food)</li> <li>Te huarere (The weather)</li> <li>Hauora (Health)</li> <li>Ngā tau (Numbers)</li> <li>Ngā hākari (Celebrations)</li> <li>Te marae (The marae).</li> </ul> <p>Evidence : to assess</p>	<p>reflects their current opinion. Some students will be asked to justify their position so ask students to consider carefully their choices. Opportunity to assess T SLO 3 Making a list in Te Reo Maori of what they expect from athletes in terms of role modelling healthy eating.</p> <ul style="list-style-type: none"> <li>Task undertaken and a few students asked to justify their position. Teacher to record the number of students at each sign as the task will be repeated at the end of the unit and results/opinions compared.</li> <li>As a class ask students to then comment on the pressure they felt to stand in their chosen place; what/who influenced their decision? Consider how we all think differently about certain issues.</li> </ul> <p><b>Demonstrate</b></p> <ul style="list-style-type: none"> <li>Refer back to the advertising lesson and the influence media can have on our opinions. Introduce <b>Resource 6</b> and request each student has a highlighter/pen and ruler. Ask students to look at the title and the picture in the article and predict what they think it will be about?</li> <li>Students place into groups of 4 and given a role and task (see co-operative reading strategy <b>Resource 10</b>) Each group is given part of the article to read. Student complete their tasks and teacher asks each group ( in order of the piece from the article they read) for their feedback.</li> <li>As the article is read using the cooperative reading strategy encourage students to highlight words/terms which they are unsure of e.g. hypocrisy</li> <li>Students complete the mix and match of words and definitions (taken from the article) <b>Resource 8</b></li> <li>Teacher asks students to identify any words they underlined that was NOT on the mix and match- students and teacher problem</li> </ul>	<p><b>Key competencies:</b></p> <ul style="list-style-type: none"> <li>Thinking</li> <li>Using language, symbols and texts</li> <li>Managing self</li> <li>Relating to others</li> <li>Participating and contributing</li> </ul> <p><b>Literacy links:</b></p> <ul style="list-style-type: none"> <li>Selects and uses a range of processing and comprehension strategies with increasing understanding and confidence</li> <li>Thinks critically about texts with increasing understanding and confidence</li> <li>Word attack skills</li> </ul> <p><b>Te Reo:</b> On-going opportunities to assess Te Reo - <a href="http://hereoora.tki.org.nz/Unit-plans">http://hereoora.tki.org.nz/Unit-plans</a></p>

Assessment opportunities	Structure	Curriculum and resource links
<b>Taumata level 4</b>  Evidence : Teach and assess social and interpersonal skills (pgs. 5-14 in resource booklet). Student , Peer and Teacher assessment on-going.	<p>solve to find meaning of any remaining words.</p> <p><b>Students may need to re-read the article</b></p> <ul style="list-style-type: none"> <li>Identify the main issues raised throughout the article. What point of view does the article represent? (e.g. strongly agree etc)</li> <li>Ask students to now look at the language/phrases/information the article uses to persuade us it is not right for athletes to be promoting fast food e.g. statistics presented, athlete quotes</li> <li>Group students and assign roles of recorder, reporter etc. Issue <b>Resource 7</b>. Demonstrate how to complete. Refer <b>Information sheet 4</b> for support.</li> </ul> <p><b>Consolidation</b></p> <ul style="list-style-type: none"> <li>One student to report back from each group to the class. Rotate around groups for each icon and discuss items raised in more depth. Teachers may choose to record these on an enlarged sheet and add to throughout the unit.</li> <li>This activity helps us to see the issue from different perspectives. Does an article like this change our perspective on the issue? Refer back to ‘Laying it on the Line’ activity.</li> <li>What are the unanswered questions or issues raised? How can we further investigate these? Focus on the issue of what athletes actually eat.</li> </ul>	
<b>Lessons 5: Knowledge Attack 1 - What is a balanced diet for an athlete?</b>		
<i>Overview: We are learning to better define food which is good for us and to explore what athletes actually eat. (HP SLO 2, 3, and E SLO E2)</i>		
We are successful when we can: <ul style="list-style-type: none"> <li>Think through ideas</li> <li>Focus on the right</li> </ul>	<p><b>Prepare</b></p> <ul style="list-style-type: none"> <li>See Lesson Overview for Resources</li> </ul> <p><b>Connect</b></p> <ul style="list-style-type: none"> <li>Ensure students understand the purpose of the Three Level Reading</li> </ul>	<p><u>Resources</u></p> <p>Information Sheet 11</p> <p>Refer to – FoodWorks trial</p> <p><a href="https://xyris.com.au/free-trial/">https://xyris.com.au/free-trial/</a></p>

Assessment opportunities	Structure	Curriculum and resource links
<p>information to inform our thinking</p> <ul style="list-style-type: none"> <li>Use information to clarify, support, justify and evaluate our ideas or thinking</li> </ul> <p><b>Te Reo</b> Learning intentions and success criteria rubrics for Te Reo <a href="http://hereoora.tki.org.nz/Unit-plans">http://hereoora.tki.org.nz/Unit-plans</a></p> <ul style="list-style-type: none"> <li>Ko au (I, me, myself)</li> <li>Taku akomanga (My classroom)</li> <li>Kai (Food)</li> <li>Te huarere (The weather)</li> <li>Hauora (Health)</li> <li>Ngā tau (Numbers)</li> <li>Ngā hākari (Celebrations)</li> <li>Te marae (The marae).</li> </ul> <p>Evidence: to assess <b>Taumata level 4</b></p>	<p>task (<b>Resource 12</b>) – i.e. to reach an understanding of the topic at three levels.</p> <ul style="list-style-type: none"> <li>Stress that this is not a simple ‘true/false’ activity and that Level 3 in particular will not have ‘right or wrong’ answers.</li> <li>Model the process with a practice guide or with a first question at each level.</li> <li>Allow plenty of time to complete all stages of the task</li> <li>You may wish to follow this process for students in the classroom: <ul style="list-style-type: none"> <li>⇒ Stage One: students work individually</li> <li>⇒ Stage Two: students work in groups – preferably multi-level/mixed ability</li> <li>⇒ Stage Three: present or record and discuss similarities and differences between group responses, especially at applied level.</li> </ul> </li> </ul> <p><b>Activate</b></p> <ul style="list-style-type: none"> <li>Refer <b>Resource 13</b> athlete’s diet and <b>Resource 14</b> nutritional recommendations. Follow the tasks utilising FoodWorks 9 trial for students to determine the nutritional value of the diets on <a href="https://xyris.com.au/free-trial/">https://xyris.com.au/free-trial/</a></li> </ul> <p>Note: Discuss with the children why does nestle include this?</p> <p><b>Demonstrate</b></p> <ul style="list-style-type: none"> <li>Students complete the tasks on <b>Resource 13</b> utilising the information on the website and <b>Resource 14</b>.</li> </ul> <p><b>Consolidation</b></p> <ul style="list-style-type: none"> <li>Task 4,5,6,7 in <b>Resource 13</b> consolidates the learning.</li> </ul>	<p><b>Pedagogical links:</b></p> <ul style="list-style-type: none"> <li>Creating a supportive learning environment</li> <li>Encouraging reflective thought and action</li> <li>Enhancing the relevance of new learning</li> <li>Facilitating shared learning</li> <li>Making connections to prior learning</li> <li>Providing sufficient opportunities to learn</li> <li>E-learning</li> </ul> <p><b>Key competencies:</b></p> <ul style="list-style-type: none"> <li>Thinking</li> <li>Managing self</li> </ul> <p><b>Literacy links:</b></p> <ul style="list-style-type: none"> <li>Select relevant information, close and critical reading.</li> <li>Language development through focused small group discussion</li> </ul> <p><b>Te Reo:</b> On-going opportunities to</p>

Assessment opportunities	Structure	Curriculum and resource links
Evidence : Teach and assess social and interpersonal skills (pgs. 5-14 in resource booklet). Student, Peer and Teacher assessment on-going.		<p>assess Te Reo - <a href="http://hereoora.tki.org.nz/Unit-plans">http://hereoora.tki.org.nz/Unit-plans</a></p>
<b>Lesson 6- 7: Persuasive writing assessment</b>		
<i>Overview: We are learning to convey our opinions on athletes and fast food sponsorship through written means. ( HP SLO 1,2,3,5, and E SLO 4, T SLO 3))</i>		
<p>We are successful when we can:</p> <ul style="list-style-type: none"> <li>Discuss, plan and edit a piece of persuasive writing</li> </ul> <p><b>Te Reo</b> Learning intentions and success criteria rubrics for Te Reo <a href="http://hereoora.tki.org.nz/Unit-plans">http://hereoora.tki.org.nz/Unit-plans</a></p> <ul style="list-style-type: none"> <li>Ko au (I, me, myself)</li> <li>Taku akomanga (My classroom)</li> <li>Kai (Food)</li> <li>Te huarere (The weather)</li> </ul>	<p><b>Prepare</b></p> <ul style="list-style-type: none"> <li>See Lesson Overview for Resources</li> </ul> <p><b>Connect</b></p> <ul style="list-style-type: none"> <li>Review the findings and discussions from Lessons 3-5. Have the results of our inquiry changed our opinions at all on the issue of athletes and fast food sponsorship?</li> </ul> <p><b>Activate</b></p> <ul style="list-style-type: none"> <li>Return to the initial question from Lesson 3 -5 ‘It is acceptable for athletes to promote fast foods?’ Ask students to again stand under the four headings (strongly agree, agree, disagree, strongly disagree). Select students to justify their position as in Lesson 3 -4 and indicate if they have are now standing under a different heading. Tally up the number standing under each heading and compare with Lesson 3-4. Have our opinions changed, been strengthened? If so, why? Is it hypocritical for athletes to promote something they don’t actually eat?</li> </ul> <p><b>Demonstrate</b></p> <ul style="list-style-type: none"> <li>Issue <b>Resource 15</b> to all students. Work through the writing intentions guide with students. Discuss the requirements for the</li> </ul>	<p><b>Pedagogical links:</b></p> <ul style="list-style-type: none"> <li>Creating a supportive learning environment</li> <li>Encouraging reflective thought and action</li> <li>Enhancing the relevance of new learning</li> <li>Facilitating shared learning</li> <li>Making connections to prior learning</li> <li>Providing sufficient opportunities to learn</li> </ul> <p><b>Key competencies:</b></p> <ul style="list-style-type: none"> <li>Thinking</li> <li>Using language, symbols</li> </ul>

Assessment opportunities	Structure	Curriculum and resource links
<ul style="list-style-type: none"> <li>Hauora (Health)</li> <li>Ngā tau (Numbers)</li> <li>Ngā hākari (Celebrations)</li> <li>Te marae (The marae).</li> </ul> <p>Evidence: to assess <b>Taumata level 4</b></p> <p>Evidence: keep student persuasive writing as evidence for National Standards</p> <p>Evidence: Teach and Assess social and interpersonal skills (pgs. 5-14 in resource booklet). Student, Peer and Teacher assessment on-going.</p>	<p>planning template. Ask students to reflect on the view they expressed in the above exercise and to frame their persuasive writing around this. Consider the information gained from the preceding lessons around advertising, our admiration of athletes, food that athletes actually eat and why (facts) etc. Students to make notes on these on <b>Resource 15</b> in preparation for their writing assessment task.</p> <ul style="list-style-type: none"> <li>Students to now construct their persuasive writing text using a textframe for argument (<b>Resource 15</b>) provided by the teacher</li> </ul> <p><b>Consolidation</b></p> <ul style="list-style-type: none"> <li>Issue <b>Resource 18</b> to students that they must complete once they have read and edited their writing. Discuss the reflection requirements.</li> <li>Ask students to complete <b>Resource 16</b>. They may wish to make adjustments to their writing. Collect the writing and reflection for review.</li> </ul> <p><i>Note: The tasks above may well take two or more lessons to complete.</i></p>	<p>and texts</p> <ul style="list-style-type: none"> <li>Managing self</li> </ul> <p><b>Literacy links:</b></p> <ul style="list-style-type: none"> <li>persuasive writing National standards</li> </ul> <p><b>Te Reo:</b></p> <p>On-going opportunities to assess Te Reo - <a href="http://hereoora.tki.org.nz/Unit-plans">http://hereoora.tki.org.nz/Unit-plans</a></p>
<b>Lessons 8: Investigating other people's opinions on athletes' and fast food sponsorship (big question)</b>		
<p><i>Overview: We are exploring ways to determine other peoples' opinions on athletes' and fast food sponsorship. ( HP SLO 1,2,3,5 and E SLO 5 and M SLO 1,2,3)</i></p>		
<p>We are successful when we can:</p> <ul style="list-style-type: none"> <li>Make informed decisions and have informed opinions about athletes</li> </ul>	<p><b>Prepare</b></p> <ul style="list-style-type: none"> <li>See Lesson Overview for Resources</li> </ul> <p><b>Connect</b></p> <ul style="list-style-type: none"> <li>Further discussing the issue of athletes and fast food sponsorship,</li> </ul>	<p><b>Pedagogical links:</b></p> <ul style="list-style-type: none"> <li>Reflective thought and action</li> <li>Enhancing the relevance of new learning</li> <li>Facilitating shared</li> </ul>

Assessment opportunities	Structure	Curriculum and resource links
<p>promoting fast food</p> <ul style="list-style-type: none"> <li>Identify the questions that we will need to ask in order to find out what other people think about athletes promoting fast food</li> </ul> <p><b>Te Reo</b></p> <p>Learning intentions and success criteria rubrics for Te Reo</p> <p><a href="http://hereoora.tki.org.nz/Unit-plans">http://hereoora.tki.org.nz/Unit-plans</a></p> <ul style="list-style-type: none"> <li>Ko au (I, me, myself)</li> <li>Taku akomanga (My classroom)</li> <li>Kai (Food)</li> <li>Te huarere (The weather)</li> <li>Hauora (Health)</li> </ul>	<p>as well as analysing the nutritional content of specific foods, has enabled our class to make more informed decisions about the issue of athletes and fast food sponsorship. How might we explore what other people think?</p> <ul style="list-style-type: none"> <li>Let's first reflect on what we have learnt to date through a bus stop activity. Introduce activity/questions to students and explain requirements. Students to work in groups (assign roles) with one person recording the groups' ideas under the given headings.</li> </ul> <p><b>Activate</b></p> <ul style="list-style-type: none"> <li>Complete bus stop activity. The last group at each bus stop to report back on the findings.</li> </ul> <p><b>Demonstrate</b></p> <ul style="list-style-type: none"> <li>How might we frame some of the information we have gathered into questions to ask others? What do we want to find out from other people? Who do we want to ask about their opinions on the issue?</li> <li>Issue <b>Resource 17</b> to students. Work through each question one at a time. Collate class data for each question and discuss how to graph the information. Are some questions more difficult than others to work with? Is it possible to make comparisons or see patterns emerging with each of the questions. Refer to <b>Information sheet 8</b> for examples of survey collation and analysis.</li> </ul> <p><b>Consolidation</b></p> <ul style="list-style-type: none"> <li>Which questions will be the most useful for us when designing our own survey? (max 3 types of questions). Consider the information we would like to ask others and how we might frame this using</li> </ul>	<p>learning</p> <ul style="list-style-type: none"> <li>Making connections to prior learning</li> <li>Providing sufficient opportunities to learn</li> </ul> <p><b>Key competencies:</b></p> <ul style="list-style-type: none"> <li>Thinking</li> <li>Using language, symbols and texts</li> <li>Managing self</li> <li>Relating to others</li> <li>Participating and contributing</li> </ul> <p><b>Numeracy links:</b></p> <ul style="list-style-type: none"> <li>Thinking mathematically and statistically about concepts relating to inquiry, variables and data collection methods</li> </ul> <p><b>Te Reo:</b></p> <p>On-going opportunities to assess Te Reo - <a href="http://hereoora.tki.org.nz/U">http://hereoora.tki.org.nz/U</a></p>



Assessment opportunities	Structure	Curriculum and resource links
<ul style="list-style-type: none"> <li>Ngā tau (Numbers)</li> <li>Ngā hākari (Celebrations)</li> <li>Te marae (The marae).</li> </ul> <p>Evidence: to assess <b>Taumata level 4</b></p> <p>Evidence : Teach and assess social and interpersonal skills (pgs. 5-14 in resource booklet). Student, Peer and Teacher assessment on-going.</p>	different types of survey questions.	<a href="#">nit-plans</a>
<b>Lesson 9: Designing a survey</b>		
<i>Overview: We are using the questioning tools from Lesson 7 to design a survey for our study. ( HP SLO 1,2,3,5 and E SLO 5 and M SLO 1,2,3,4, T SLO 2))</i>		
<p>We are successful when we can:</p> <ul style="list-style-type: none"> <li>Identify the questions we need to ask to find out the opinions of others</li> <li>Select the most appropriate types of questions/survey methods in order to</li> </ul>	<p><b>Prepare</b></p> <ul style="list-style-type: none"> <li>See Lesson Overview for Resources</li> </ul> <p><b>Connect</b></p> <ul style="list-style-type: none"> <li>In order for us to make comparisons about peoples' opinions on the issue of athletes' and fast food sponsorship we first need to decide on who it is we are surveying. This obviously lends itself to what kind of questioning tool? (demographic question).</li> </ul> <p><b>Activate</b></p> <ul style="list-style-type: none"> <li>Which age groups/gender do we want to survey? How many age</li> </ul>	<p><b>Pedagogical links:</b></p> <ul style="list-style-type: none"> <li>Reflective thought and action</li> <li>Enhancing the relevance of new learning</li> <li>Facilitating shared learning</li> <li>Making connections to</li> </ul>



Assessment opportunities	Structure	Curriculum and resource links
<p>find out the opinions of others</p> <ul style="list-style-type: none"> <li>Select the most appropriate groups of people to participate in our survey in order to find out a range of opinions</li> <li>Predict the types of results we would receive in the survey</li> <li>Discuss plan, recording a checklist of what group members will do to prepare a breakfast survey in English and/or Te Reo</li> </ul> <p><b>Te Reo</b> Learning intentions and success criteria rubrics for Te Reo <a href="http://hereoora.tki.org.nz/Unit-plans">http://hereoora.tki.org.nz/Unit-plans</a></p> <ul style="list-style-type: none"> <li>Ko au (I, me, myself)</li> <li>Taku akomanga (My classroom)</li> <li>Kai (Food)</li> </ul>	<p>groups? How many people in each age group? Who exactly can we survey in these determined age groups? Consider people who are accessible to students e.g. other students, parents, relatives, teachers. We will be conducting surveys in groups so what approach is best e.g. all survey a range of age groups or each group select specific age groups to survey.</p> <p><i>Note: Questions of this nature which compare opinions of ethnic groups may unfairly generate stereotypes so are best avoided.</i></p> <p><b>Demonstrate</b></p> <ul style="list-style-type: none"> <li>Students to refer to Lesson 8 and the other types of questions decided on. What information do we hope to gain from the survey? How do we frame this into a question? Ensure questions are able to be effectively analysed. Test them on each other to determine if appropriate. Refer <b>Information sheet 8</b> for analysis examples.</li> <li>Questions such as the following may be considered: <ol style="list-style-type: none"> <li>Do you know that NZ and overseas athletes' are used to promote fast food? (dichotomous)</li> <li>It is ok for athletes' to promote fast food through sponsorship? (rating scale)</li> <li>Fast food does not provide the nutritional needs of an athlete. Do you think it is ok for athletes to promote fast food if they do not eat it? Why/why not? (dichotomous/open ended)</li> <li>Of the foods below which foods do you think it is appropriate for athletes to promote? Weetbix, McDonalds burger and chips, KFC, Bananas, milk, Pizza Hut (open ended)</li> <li>How do you determine whether a food is good for you or not? (open ended)</li> <li>What is the 'Nutrition Information Panel' and where can it be found? (open ended)</li> </ol> </li> </ul>	<p>prior learning</p> <ul style="list-style-type: none"> <li>Providing sufficient opportunities to learn</li> </ul> <p><b>Key competencies:</b></p> <ul style="list-style-type: none"> <li>Thinking</li> <li>Using language, symbols and texts</li> <li>Managing self</li> <li>Relating to others</li> <li>Participating and contributing</li> </ul> <p><b>Numeracy links:</b></p> <ul style="list-style-type: none"> <li>Thinking mathematically and statistically about concepts relating to inquiry, variables and data collection methods</li> </ul> <p><b>Te Reo:</b> On-going opportunities to assess Te Reo - <a href="http://hereoora.tki.org.nz/Unit-plans">http://hereoora.tki.org.nz/Unit-plans</a></p>

Assessment opportunities	Structure	Curriculum and resource links
<ul style="list-style-type: none"> <li>Te huarere (The weather)</li> <li>Hauora (Health)</li> <li>Ngā tau (Numbers)</li> <li>Ngā hākari (Celebrations)</li> <li>Te marae (The marae).</li> </ul> <p>Evidence: to assess <b>Taumata level 4</b></p> <p>Evidence: keep student draft survey form as evidence of statistical investigation for National Standards</p> <p>Evidence: Teach and Assess social and interpersonal skills (pgs. 5-14 in resource booklet). Student, Peer and Teacher assessment on-going.</p>	<p>7) Male, Female, Age, Ethnicity</p> <ul style="list-style-type: none"> <li>Survey form to be drafted by students individually/by groups and testing on each other/between groups and then the teachers signs off the survey.</li> <li>Opportunity to assess T SLO 2 as students can be asked to discuss, plan and record a checklist in Te Reo Maori of what group members will do to prepare breakfast survey</li> </ul> <p><b>Consolidation</b></p> <ul style="list-style-type: none"> <li>Students to consider and discuss possible results for their survey. Are there any patterns we think might be established? e.g. younger age groups are unfamiliar with nutrition information panel; men are more aware than women of athletes' promoting fast food. What contributes to us making these assessments? e.g. perception that more men watch sport than women. Record some of the predictions for later reference.</li> </ul>	
<b>Lesson 10: Gathering information - Conducting a survey</b>		
<i>Overview: We are conducting a survey with identified groups of people in order to gather information for our study ( HP SLO 1,2,3,5 and E SLO 5 and M SLO 1,2,3,4, T SLO 1,4,5)</i>		
<p>We know we are successful when we:</p> <ul style="list-style-type: none"> <li>Demonstrate the oral, reading and written communication skills required to conduct a survey</li> </ul>	<p><b>Prepare</b></p> <ul style="list-style-type: none"> <li>See Lesson Overview for Resources</li> </ul> <p><b>Connect</b></p> <ul style="list-style-type: none"> <li>When conducting a survey we need to consider such things as asking people to take part, reading questions clearly, recording answers accurately/legibly, and thanking participants for their time etc. Ask students to come up with their own list of considerations</li> </ul>	<p><b>Pedagogical links:</b></p> <ul style="list-style-type: none"> <li>Reflective thought and action</li> <li>Enhancing the relevance of new learning</li> <li>Facilitating shared</li> </ul>

Assessment opportunities	Structure	Curriculum and resource links
<p>(asking people to take part, reading questions clearly, recording answers accurately/legibly, and thanking participants for their time in English and/or Te Reo etc.)</p> <p><b>Te Reo</b> Learning intentions and success criteria rubrics for Te Reo <a href="http://hereoora.tki.org.nz/Unit-plans">http://hereoora.tki.org.nz/Unit-plans</a></p> <ul style="list-style-type: none"> <li>• Ko au (I, me, myself)</li> <li>• Taku akomanga (My classroom)</li> <li>• Kai (Food)</li> <li>• Te huarere (The weather)</li> <li>• Hauora (Health)</li> <li>• Ngā tau (Numbers)</li> <li>• Ngā hākari (Celebrations)</li> <li>• Te marae (The marae).</li> </ul> <p>Evidence: to assess</p>	<p>and discuss each. Model with students examples of good and not so good interviewing techniques and ask them to critique.</p> <ul style="list-style-type: none"> <li>• Opportunity to assess T SLO1 Students requesting, accepting or declining (in Te Reo Maori) to participate in breakfast survey and T SLO 4 Seek agreement from participants to take part in their breakfast survey( in Te Reo Maori)</li> </ul> <p><b>Activate</b></p> <ul style="list-style-type: none"> <li>• Students to ensure interviewees have been asked to take participate and a time has been set for this. Survey sheets to be named or a checklist of names created to be ticked off throughout.</li> </ul> <p><b>Demonstrate</b></p> <ul style="list-style-type: none"> <li>• <b>Surveys undertaken</b> either during school time or for homework. If in school time pair students up with one interviewing and one recording so each is given the opportunity to experience both roles.</li> </ul> <p><b>Consolidation</b></p> <ul style="list-style-type: none"> <li>• Once surveys are completed groups to <b>review the process</b> using the following questions as a guide: <ol style="list-style-type: none"> <li>1) What went well?</li> <li>2) What didn't go so well?</li> <li>3) What were some interesting things you found out?</li> <li>4) What would you do differently next time?</li> </ol> </li> <li>• Discuss answers from each group either as a class or with the teacher spending a few minutes in discussion with each group.</li> </ul>	<p>learning</p> <ul style="list-style-type: none"> <li>• Making connections to prior learning</li> <li>• Providing sufficient opportunities to learn</li> </ul> <p><b>Key competencies:</b></p> <ul style="list-style-type: none"> <li>• Thinking</li> <li>• Using language, symbols and texts</li> <li>• Managing self</li> <li>• Relating to others</li> <li>• Participating and contributing</li> </ul> <p><b>Literacy links:</b></p> <ul style="list-style-type: none"> <li>• Effective oral communication skills</li> <li>• Seeking and utilising feedback to improve clarity of oral and written communication</li> <li>• Monitoring and self-evaluation of progress</li> <li>• Articulating learning and growing in confidence</li> </ul> <p><b>Numeracy links:</b></p>

Assessment opportunities	Structure	Curriculum and resource links
<b>Taumata level 4</b> Evidence: keep student survey form as evidence of statistical investigation for NS Evidence: Teach and assess social and interpersonal skills (pgs. 5-14 in resource booklet). Student, Peer and Teacher assessment on-going.		<ul style="list-style-type: none"> <li>Thinking mathematically and statistically about concepts relating to inquiry, variables and data collection methods</li> </ul> <b>Te Reo:</b> On-going opportunities to assess Te Reo <a href="http://hereoora.tki.org.nz/Unit-plans">http://hereoora.tki.org.nz/Unit-plans</a>
<b>Lesson 11: Collate and analyse data</b>		
<i>Overview: Today we are collating and analyzing our class data. ( HP SLO 1,2,3,5 and E SLO 5 and M SLO 1,2,3,4,5)</i>		
We are successful when we can: <ul style="list-style-type: none"> <li>Collate findings from our survey</li> <li>Select the best way to present/display our findings</li> <li>Identify patterns, trends, and relationships within the data</li> <li>Make comparisons between the data</li> </ul> <b>Te Reo</b> Learning intentions and success criteria rubrics for Te Reo	<b>Prepare</b> <ul style="list-style-type: none"> <li>See Lesson Overview for Resources</li> </ul> <b>Connect</b> <ul style="list-style-type: none"> <li>Groups to review their survey sheets and the data collected.</li> </ul> <b>Activate</b> <ul style="list-style-type: none"> <li>Discuss with students how best to transfer individual survey data into a collective class results format. The approach taken here will be dependent on how the survey was conducted e.g. each group surveyed a range of people or a select age group.</li> </ul> <b>Demonstrate</b> <ul style="list-style-type: none"> <li>Collate findings and discuss how best to analyse and present the collective data in order to show a summary. <b>Information sheet 8</b> also provides some examples. Students may choose to present data using Excel or Word doc.</li> </ul> <b>Consolidation</b> <ul style="list-style-type: none"> <li><u>Presentation of results:</u> Graph and analyse data. Discuss findings as</li> </ul>	<b>Pedagogical links:</b> <ul style="list-style-type: none"> <li>Encouraging reflective thought and action</li> <li>Enhancing the relevance of new learning</li> <li>Facilitating shared learning</li> <li>Making connections to prior learning</li> <li>Providing sufficient opportunities to learn</li> <li>E-learning</li> </ul> <b>Key competencies:</b> <ul style="list-style-type: none"> <li>Thinking</li> </ul>

Assessment opportunities	Structure	Curriculum and resource links
<a href="http://hereoora.tki.org.nz/Unit-plans">http://hereoora.tki.org.nz/Unit-plans</a> <ul style="list-style-type: none"> <li>• Ko au (I, me, myself)</li> <li>• Taku akomanga (My classroom)</li> <li>• Kai (Food)</li> <li>• Te huarere (The weather)</li> <li>• Hauora (Health)</li> <li>• Ngā tau (Numbers)</li> <li>• Ngā hākari (Celebrations)</li> <li>• Te marae (The marae).</li> </ul> <p>Evidence: to assess <b>Taumata level 4</b>  Evidence: keep student survey form and analysis as evidence of statistical investigation for National Standards  Evidence: Teach and Assess social and interpersonal skills (pgs. 5-14 in resource booklet). Student, Peer and Teacher</p>	a class – comparisons, patterns, relationships, predictions etc.	<ul style="list-style-type: none"> <li>• Using language, symbols and texts</li> <li>• Managing self</li> <li>• Participating and contributing</li> </ul> <p><b>Numeracy links:</b></p> <ul style="list-style-type: none"> <li>• Gathering, sorting and displaying data</li> <li>• Identifying patterns, trends, variations, relationship</li> <li>• Comparing distributions visually</li> <li>• Communicate findings</li> </ul> <p><b>Te Reo:</b>  On-going opportunities to assess Te Reo - <a href="http://hereoora.tki.org.nz/Unit-plans">http://hereoora.tki.org.nz/Unit-plans</a></p>

Assessment opportunities	Structure	Curriculum and resource links
assessment on-going.		
<b>Lesson 12-13: Conclusions/Action 1</b>		
<i>Overview: Today we are reviewing our summary data and considering appropriate actions to take. ( HP SLO 1,2,3,4, 5 and E SLO 5 and M SLO 1,2,3,4,5, T SLO 5))</i>		
<p>We are successful when we can:</p> <ul style="list-style-type: none"> <li>• Explain the difference between what some athletes eat and what foods they promote</li> <li>• Identify ways to encourage others to be more critically aware of the promotion of fast food by athletes</li> <li>• Determine if a food is good for us or not</li> <li>• Identify actions that will encourage others to become more aware of the power of advertising</li> <li>• Identify and carry out actions that advocate for more ethical promotion</li> </ul>	<p><b>Prepare</b></p> <ul style="list-style-type: none"> <li>• See lesson Overview for Resources</li> </ul> <p><b>Connect</b></p> <ul style="list-style-type: none"> <li>• How might we use the findings in Lesson 11 to: <ol style="list-style-type: none"> <li>1) support others understanding of the disparity between what some athletes promote and what they actually eat</li> <li>2) encourage others to become more aware of the power of advertising, particularly in regard to fast food and the use of athletes</li> <li>3) improve others knowledge of how to determine if a food is good for us or not</li> <li>4) persuade others that certain foods are more appropriate for an athlete to be promoting</li> </ol> </li> </ul> <p><b>Activate</b></p> <ul style="list-style-type: none"> <li>• Explore actions we will take as a result of the findings as a class (number 4 will be undertaken by all groups). Groups may decide to 'action' their results in different ways or the class may decide on one preferable means of action. These may include: <ol style="list-style-type: none"> <li>1) Power point presentation in groups – include outline of study, results and analysis, comparison of fast food and athletes food intakes, etc.</li> <li>2) Poster board presentation of results for display in staffroom, classrooms etc.</li> <li>3) Letter to selected sporting bodies expressing concern over fast</li> </ol> </li> </ul>	<p><b>Pedagogical links:</b></p> <ul style="list-style-type: none"> <li>• Encouraging reflective thought and action</li> <li>• Enhancing the relevance of new learning</li> <li>• Facilitating shared learning</li> <li>• Making connections to prior learning</li> <li>• Providing sufficient opportunities to learn</li> <li>• E-learning</li> </ul> <p><b>Key competencies:</b></p> <ul style="list-style-type: none"> <li>• Thinking</li> <li>• Using language, symbols and texts</li> <li>• Managing self</li> <li>• Relating to others</li> <li>• Participating and contributing</li> </ul> <p><b>Literacy links:</b></p>

Assessment opportunities	Structure	Curriculum and resource links
<p>of fast foods by athletes.</p> <p><b>Te Reo</b> Learning intentions and success criteria rubrics for Te Reo <a href="http://hereoora.tki.org.nz/Unit-plans">http://hereoora.tki.org.nz/Unit-plans</a></p> <ul style="list-style-type: none"> <li>• Ko au (I, me, myself)</li> <li>• Taku akomanga (My classroom)</li> <li>• Kai (Food)</li> <li>• Te huarere (The weather)</li> <li>• Hauora (Health)</li> <li>• Ngā tau (Numbers)</li> <li>• Ngā hākari (Celebrations)</li> <li>• Te marae (The marae).</li> </ul> <p>Evidence: to assess <b>Taumata level 4</b> Evidence: keep student survey form, analysis and summary as evidence of statistical investigation for National standards</p>	<p>food and athlete relationships and the impact this has on society.</p> <p>4) Visual display of ‘nutrition information panel’ – what it means, where it is found etc.</p> <p><b>Demonstrate</b></p> <ul style="list-style-type: none"> <li>• In groups students to plan and complete their chosen action. Groups to use a ‘Presentation Plan Template’ similar to the attached <b>Resource 18</b>. Teacher to monitor progress through this. Information Technology knowledge and skills may be used in the creation of this presentation.</li> </ul> <p><b>Consolidation</b></p> <ul style="list-style-type: none"> <li>• Groups to present their work to the rest of the class. Class feedback provided.</li> <li>• Groups then present to selected people and/or display in identified place. Evaluation data will be gathered and reviewed in Lesson 16.</li> </ul>	<ul style="list-style-type: none"> <li>• writing and presenting for National Standards</li> </ul> <p><b>Te Reo:</b> On-going opportunities to assess Te Reo - <a href="http://hereoora.tki.org.nz/Unit-plans">http://hereoora.tki.org.nz/Unit-plans</a></p>



Assessment opportunities	Structure	Curriculum and resource links
Evidence: Teach and assess social and interpersonal skills (pgs. 5-14 in resource booklet). Student, Peer and Teacher assessment on-going		
<b>Lesson 14-15 Action 2</b>		
<i>Overview: Today we are creating an advertisement using an athlete and an 'appropriate' nutritious food choice. ( HP SLO 1,2,3,4, 5 and E SLO 6 and M SLO 1,2,3, 5, T SLO 5)</i>		
<p>We are successful when we can:</p> <ul style="list-style-type: none"> <li>Synthesis the information we have so far about athletes promoting fast food and persuasive techniques utilised in advertising to develop our own ad</li> <li>Critically analyse the ads (content, effectiveness of advertising techniques) developed by others</li> </ul> <p><b>Te Reo</b> Learning intentions and success criteria rubrics for Te Reo <a href="http://hereoora.tki.org.nz/Unit-plans">http://hereoora.tki.org.nz/Unit-plans</a></p>	<p><b>Prepare</b></p> <ul style="list-style-type: none"> <li>See Lesson Overview for Resources</li> </ul> <p><b>Connect</b></p> <ul style="list-style-type: none"> <li>Consider results from survey regarding foods considered more appropriate for athletes to advertise. List these on the board. What do the class think of these suggestions? Are they good food choices for athletes/for us or not? How do we determine if something is a good food choice or not? i.e. Visual Food guide, nutritional content etc.</li> </ul> <p><b>Activate</b></p> <ul style="list-style-type: none"> <li>Groups to create an advertisement for a 'good food choice' using a well-known New Zealand athlete. Ads can be either filmed or designed on the computer.</li> <li>In groups students to select an athlete they would like to create an advertisement for. Groups to now brainstorm some foods they would like their athlete to advertise. Only one food will need to be selected but groups must first ensure the food meets the label reading guidelines and can be placed in Visual Food Guide (Food composition table may also help here). Also consider the relationship between athlete and food i.e. why would the selected athlete want to advertise the chosen food?. Students to use the</li> </ul>	<p><b>Pedagogical links:</b></p> <ul style="list-style-type: none"> <li>Reflective thought and action</li> <li>Enhancing the relevance of new learning</li> <li>Facilitating shared learning</li> </ul> <p><b>Key competencies:</b></p> <ul style="list-style-type: none"> <li>Thinking</li> <li>Using language, symbols and texts</li> <li>Managing self</li> <li>Relating to others</li> <li>Participating and contributing</li> <li>Use of ICT</li> </ul> <p><b>Literacy links:</b> writing and presenting for National</p>



Assessment opportunities	Structure	Curriculum and resource links
<ul style="list-style-type: none"> <li>• Ko au (I, me, myself)</li> <li>• Taku akomanga (My classroom)</li> <li>• Kai (Food)</li> <li>• Te huarere (The weather)</li> <li>• Hauora (Health)</li> <li>• Ngā tau (Numbers)</li> <li>• Ngā hākari (Celebrations)</li> <li>• Te marae (The marae).</li> </ul> <p>Evidence: to assess <b>Taumata level 4</b>  Evidence: keep student advertisement as evidence of writing and presenting for National standards  Evidence: Teach and Assess social and interpersonal skills (pgs. 5-14 in resource booklet). Student, Peer and Teacher assessment on-going.</p>	<p>Nutrition Information Panel to make their food assessments. Complete <b>Resource 19</b> below as part of their planning.</p> <p><b>Demonstrate</b></p> <ul style="list-style-type: none"> <li>• Review as a class advertising technique considered in Lesson 2.</li> <li>• Issue <b>Resource 19</b> to students and discuss planning requirements (will need to be adapted depending on choice of filming or compute design). Groups to complete with teacher sign off prior to filming/designing their ads.</li> <li>• Groups film and design their ads.</li> </ul> <p><b>Consolidate</b></p> <ul style="list-style-type: none"> <li>• Each group to have the opportunity to present their advertisements to the class. Each group to also have the opportunity to critique another groups' advertisement. Use <b>Resource 19</b> as a guideline for groups reviewing other ads.</li> </ul>	<p>Standards</p> <p><b>Te Reo:</b>  On-going opportunities to assess Te Reo - <a href="http://hereoora.tki.org.nz/Unit-plans">http://hereoora.tki.org.nz/Unit-plans</a></p>
<b>Lesson 16: Evaluation</b>		
<p><i>Overview: Today we are evaluating our group actions from Lessons 12/13. ( HP SLO 1,2,3,5,6 and E SLO 5 and M SLO 1,2,3,5, T SLO 5)</i></p>		

Assessment opportunities	Structure	Curriculum and resource links
<p>We are successful when we:</p> <ul style="list-style-type: none"> <li>Evaluate the usefulness, validity, reliability and rigour of the survey we conducted</li> <li>Can explain the new learning we have experienced as a result of the inquiry</li> <li>Can identify the usefulness of this new learning and how we can use it in the future</li> </ul> <p><b>Te Reo</b> Learning intentions and success criteria rubrics for Te Reo <a href="http://hereoora.tki.org.nz/Unit-plans">http://hereoora.tki.org.nz/Unit-plans</a></p> <ul style="list-style-type: none"> <li>Ko au (I, me, myself)</li> <li>Taku akomanga (My classroom)</li> <li>Kai (Food)</li> <li>Te huarere (The weather)</li> </ul>	<p><b>Prepare</b></p> <ul style="list-style-type: none"> <li>See Lesson Overview for Resources</li> </ul> <p><b>Connect/Activate</b></p> <ul style="list-style-type: none"> <li>Gather evaluation data for each group.</li> <li>Review how evaluation data is to be assessed i.e. questions recorded in their Presentation Plans.</li> </ul> <p><b>Demonstrate</b></p> <ul style="list-style-type: none"> <li>Groups assess their data under the headings listed in their Presentation Plans.</li> </ul> <p><b>Consolidate</b></p> <ul style="list-style-type: none"> <li>Share findings with the class. What are some of the comments? Positives, negatives, interesting points?</li> <li>What have we learnt as a class about the issue of athletes' and fast food sponsorship? What have our Presentation Plans helped us to learn? Discuss.</li> <li>How might we use our growing awareness of the impact of advertising in the future? E.g. be more critical of advertising, of food choices, support friends/family in their knowledge of advertising techniques.</li> </ul>	<p><b>Pedagogical links:</b></p> <ul style="list-style-type: none"> <li>Reflective thought and action</li> <li>Enhancing the relevance of new learning</li> <li>Facilitating shared learning</li> </ul> <p><b>Key competencies:</b></p> <ul style="list-style-type: none"> <li>Thinking</li> <li>Using language, symbols and texts</li> <li>Managing self</li> <li>Relating to others</li> <li>Participating and contributing</li> </ul> <p><b>Literacy links:</b> writing and presenting for National standards</p> <p><b>Te Reo:</b> On-going opportunities to assess Te Reo - <a href="http://hereoora.tki.org.nz/Unit-plans">http://hereoora.tki.org.nz/Unit-plans</a></p>

Assessment opportunities	Structure	Curriculum and resource links
<ul style="list-style-type: none"> <li>• Hauora (Health)</li> <li>• Ngā tau (Numbers)</li> <li>• Ngā hākari (Celebrations)</li> <li>• Te marae (The marae).</li> </ul> <p>Evidence: to assess <b>Taumata level 4</b>  Evidence: Teach and assess social and interpersonal skills (pgs. 5-14 in resource booklet). Student, Peer and Teacher assessment on-going.</p>		

## Level 4: Fast Food Sponsorship for Athletes

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## **RESOURCE 1: New Zealand Athletes**

### **TASK 1**

Match the athlete to their name and to the sport they play.

	Valerie Villi	
	Irene Van Dyk	
	Danny Lee	
	Charlotte Harrison	
	Sonny Bill Williams	
	Benji Marshall	

TASK 2	
<p>What do we admire most about our athletes?</p>	
TASK 3	
<p>List all of the places we might see or hear about our athletes.</p>	

## **RESOURCE 2: Group work – What Works**

- 1.** For the Teacher – Group work checklist
- 2.** Student Group work – rules and agreement
- 3.** Student Feedback on group work (form)
- 4.** What group strategies are effective in your school
- 5.** Strategies for effective group work
- 6.** Essential group dynamics
- 7.** Group work: Lesson plan – An example
- 8.** Evaluation of group dynamics
- 9.** Social skills score cards – Levels 1-4

## Group work – What works

### INSTRUCTIONAL ENVIRONMENT & MANAGEMENT COMPONENTS FOR EFFECTIVE CO-OPERATIVE LEARNING

- 1. A Positive Attitude**  
Teachers need to believe that students are capable of learning. They need to have high expectations and make students accountable for meeting these expectations.
- 2. Be generous with praise**  
There are no failures – only opportunities to learn. Celebrate events “Birthdays” and small successes e.g. the group that listened most attentively to each other.
- 3. Reward success or task completion**  
Food is still a very popular award so is extra time at PE for 9 BD.
- 4. Ensure your instructions and criteria for success is clear**
- 5. Teach and assess the social and interpersonal skills**  
These include:
  - Level 1  
Building trust, listening, taking turns, looking at people when they talk, forming groups quickly and efficiently, taking responsibility for their own and the group’s behaviour, accepting and valuing differences, resolving conflict constructively.
  - Level 2  
Active listening, asking questions, clarifying, constructive criticism, helping and accepting others, paraphrasing, summarizing.
  - Level 3  
Interviewing, coaching, teaching, negotiating, brainstorming, building on each other’s ideas.
  - Level 4  
Creative group problem solving, conflict resolution, planning and organizing, decision-making, individually negotiating curriculum and research.
- 6. Use a variety of team formations**  
Teacher selected groups can be your primary groupings, but you can vary this by using randomly selected and student selected groups. Students who do not work in student-selected groups may lose this privilege and be placed in teacher-selected groups or work individually on projects.
- 7. Ensure your Instructional presentation follows a clear sequence of overview, explanation, demonstration, guided practice and feedback**
- 8. Outline a set of Group work skills at the beginning of the year**  
Write them up and display them. Handle any infractions promptly and re-teach the skill.
- 9. Teach Learning strategies and problem-solving strategies**
- 10. Ensure students understand their positive interdependence within the group (outcome and means interdependence)**



Students realize that they “sink or swim together”. Their responsibilities are to learn the assigned material and ensure that all members of the group learn the assigned material.

The combination of goal and resource interdependence increases productivity more than goal interdependence alone or individualistic efforts.

**11. Encourage considerable promotive (face to face) interaction**

Students are encouraging and facilitating each other's efforts to achieve, complete tasks and produce in order to reach the group's goals.

**12. Individual accountability and personal responsibility are paramount**

Each student is held responsible by group members for contributing his or her fair share to the group's success. The teacher is no longer the fountain of all knowledge, but is a resource guide.

**13. Ensure there is Group processing at the end of every session.**

Groups reflect on how well they are functioning by-

- Describing what actions were helpful and unhelpful
- Making decisions about what actions to continue or change
- Group processing also promotes a sense of self-efficacy

**14. Stress the importance of attendance**

Each student needs to feel that there is ownership and a responsibility to turn up. They will be answerable to their group when their absence negatively impacts on the group's ability to complete a task.

**15. Consistency. Arrange your room so that group work can take place frequently**

Use co-operative learning regularly as “you have to sweat in practice before you can perform in concert”. The skill needs to be practiced until it becomes an automatic habit pattern.

**16. Reward often**

Use both extrinsic and intrinsic rewards.

**17. Provide frequent specific feedback on the task**

**18. Monitor the progress of the groups**

Keep a book that details the points and bonus points students have gained for effort and social skills as well as the task specific skills

**19. Everyone has a role to play**

Groups need a chairperson, recorder, timekeeper, clarifier and summarizer.

**20. Be patient**

New skills take a while to master. Students need a lot of practice before it becomes automatic.

## GROUP RULES AND AGREEMENT

You will need to discuss and then write up a list of agreed rules that will govern your group. Each member of your group will need to sign the agreement below.

Points to consider:

1. A positive attitude
2. Be generous with praise for each other
3. Listen while others talk, take turns, look at people when they talk, form the group quickly, take responsibility for your own and the group's behaviour, resolve conflict constructively.
4. Remember you 'sink/swim' together.
5. Each group member is responsible to the group for contributing her fair share
6. Each group member is responsible for the outcome – they need to show up to class.
7. Be patient with those who find it difficult to understand the first time.

### Group members:

#### *List of rules for our group:*

My role in this group is: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## FEEDBACK ON GROUP WORK

Besides each of the statements write the number that best describes your judgement.

**1 = always, 2 = often, 3 = usually, 4 = sometimes, 5 = never**

Individual	Grade 1-5	Group	
<b>1.</b> I had a positive attitude when		The group had a positive attitude.	
<b>2.</b> working with the group			
<b>3.</b> I was generous with praise for others in my group		My group was generous with praise for each other.	
<b>4.</b> I listened while others talked		My group listened while others talked.	
<b>5.</b> I took my turn to contribute and talk.		We took turns to contribute and talk	
<b>6.</b> I looked at people when I talked to them.		We looked at people when we talked to them.	
<b>7.</b> I joined my group quickly.		We joined our group quickly.	
<b>8.</b> I took responsibility for my own behaviour		We took responsibility for our own behaviour	
<b>9.</b> I took responsibility for the behaviour of my group members.		We took responsibility for the behaviour of our group members.	
<b>10.</b> I worked together with the others to ensure that we “swam” rather than “sunk”.		We worked together to ensure that we “swam” rather than “sunk”.	
<b>11.</b> I contributed my fair share to the group.		We all contributed our fair share to the group.	
<b>12.</b> I showed up regularly to class.		We showed up regularly to class.	
<b>13.</b> I was patient with those who found it difficult to understand the first time.		We were patient with those who found it difficult to understand the first time.	

## **WHAT GROUP WORK STRATEGIES ARE EFFECTIVE IN YOUR SCHOOL?**

### **SUMMARY:**

**GOALS** expectation clearly expressed (verbally and on  
**OHT/board)**

**RULES** individual roles within team

**OBJECTIVES** clear time allocation

**UNDERSTANDING** Student behaviour – (the shy; the outcasts; the saboteur)

**PLANNING** where in the unit will this fit?

**WHEN?** Time of day / week / term?

**ORGANISATION** environment / resources – well before the lesson

**RESOURCES** an obvious one

**KNOWLEDGE** development of group work skills

**EVALUATE** student feedback/strategies for group work reflection  
– i.e. score cards; discussion; self evaluation (student  
& teacher)

## STRATEGIES FOR EFFECTIVE GROUP WORK

1. **Group size**  
Maximum 5, 3-4 ideal.
2. **State objectives and set goals**  
E.g. give each group (4) an egg, 4 straws, 6 sheets of paper and cello tape. Design a contraption using these materials to stop an egg breaking when it is dropped from a height of 5 meters.
3. **Identify strategies for working together (Group dynamics)**  
This may be done at the start of the year or lesson to set the scene for appropriate group work (see attached ESSENTIAL GROUP DYNAMICS).
4. **Resources**  
Ensure you have enough resources for each group.
5. **Identify roles**  
Design some role – play cards, which clearly describe the job of each member of the group. e.g. Initiator – must get the group started in discussion.  
  
Assign roles to each member of the group.  
  
Roles can include:  
  

Initiator:	must get the group started in discussion
Reader:	reads problems to the group and comes up with the first idea
Reporter:	writes down group ideas
Evaluator:	writes down how well the group worked together
Improver:	writes down things the group could do to improve and works closely with the evaluator.
6. **Evaluation**  
After participating in a group activity evaluate how well the group worked together. Teacher can share their observations.

## ESSENTIAL GROUP DYNAMICS

***Below is a list of essential elements important to establishing a co-operative group. These will be important this year when working together in groups or as a class. Head up “Essential Group Dynamics” and copy the following.***

1. **Good leaders and followers**  
These people can make decisions, keep things moving and can work with others in the group to achieve goals. They should never totally dominate but look to include others opinions because these can be valuable. Good followers should offer opinions and support the leaders approach to completing a task. It should not be up to the leader alone to complete tasks.
2. **Give everyone a chance**

Statements like “What do you think \_ \_ \_ \_” can help include others in group discussions. Always look for those who aren’t involved and help them feel accepted into your group; especially if they are people you do not generally talk to in class.

**3. Be involved yourself**

What you think is often what you never say because you feel others will “shame you out”. If we support others opinions and challenge opinions carefully people don’t get hurt.

**4. Good groups and individuals co-operate**

Identify your challenges and set goals either in debate or discussion and sort out a plan of attack. A group’s decision may not always be what you agree with. Good team members are people who can accept team decisions. (Think of some of the rules your parents sent you – you may not agree with these). Distribute the tasks so time is maximized and everyone feels involved.

Some groups argue, some debate and others discuss. Arguing can slow things and harm others. Debating and discussion provides many opinions and solutions to challenges.

The most important component of all these is CO-OPERATION.

## SOCIAL SKILLS SCORE CARD

**Student's Name:**\_\_\_\_\_

### ***Level One***

[illegible]

## SOCIAL SKILLS SCORE CARD

**Student's Name:** \_\_\_\_\_

## Level Two

[illegible]



## SOCIAL SKILLS SCORE CARD

**Student's Name:** \_\_\_\_\_

### ***Level Three***

[illegible]

## SOCIAL SKILLS SCORE CARD

**Student's Name:** \_\_\_\_\_

### ***Level Four***

[illegible]

### **RESOURCE 3: Sample of a Bio-Poem written by a student**

#### **Amalie "Emmy"**

German mathematician and teacher;

Loving, innovative, inspiring, intelligent, pacifist;

Contemporary of Felix Klein, David Hilbert, and Albert Einstein;

Keenly interested in languages, teaching math, non-commutative algebra, axiomatic theory, and abstract algebra with special attention to rings, fields, and groups;

Who wrote Ideal Theorie in Ringberiechen and over 40 other papers;

Whose contributions include Noether's Theorem, Noether's rings, work on theory of invariant used by Einstein, finding relationships between algebra, geometry, and logic, inspiring students to make their own contributions;

Who is remembered as the Mother of Abstract Algebra and for the "Noether's Boys," her followers;

Who wanted to overcome gender issues, and political tensions and battles to become a woman professor under her own name;

Who lived in Germany from 1882 to 1933 and fled to the U. S. from 1933 until her death in 1935.

During the Nazi rule because she was a Jewish, liberal woman.

**Noether**

#### ***Bio Poem – On the Life and Works of a Mathematician***

This strategy can be a useful way for students to summarise information they have researched about a mathematician's life. The template provides a way to scaffold the information teachers consider to be important. The example provides a model of the type of information the teacher might expect.

#### *BIO POEM – TEMPLATE*

#### ***Bio Poem – on a New Zealand athlete you admire***

<b>Line 1</b>	Mathematician's first name
<b>Line 2</b>	Description
<b>Line 3</b>	Four characteristics of this person
<b>Line 4</b>	Contemporary of _____(minimum 2 other people)
<b>Line 5</b>	Keenly interested in _____(minimum 3 areas)
<b>Line 6</b>	Who wrote _____(titles of books or other writings)
<b>Line 7</b>	Who is remembered as/for _____
<b>Line 8</b>	Whose contributions include _____
<b>Line 9</b>	Who wanted or wanted to change _____
<b>Line 10</b>	Who lived in _____(geographical and time reference)
<b>Line 11</b>	During _____(historical reference)
<b>Line 12</b>	Last name

*BIO POEM - TEMPLATE*

- |                |   |
|----------------|---|
| <b>Line 1</b>  | Athlete's first name  |
| <b>Line 2</b>  | Description   |
| <b>Line 3</b>  | Four characteristics you admire about this person           |
| <b>Line 4</b>  | Contemporary of _____(minimum 2 other New Zealand athletes) |
| <b>Line 5</b>  | Keenly interested in _____(minimum 3 areas)                 |
| <b>Line 6</b>  | Who won/ competed in _____                                  |
| <b>Line 7</b>  | Who is remembered as/for _____                              |
| <b>Line 8</b>  | Whose successes include _____                               |
| <b>Line 9</b>  | Who has changed the way I _____                             |
| <b>Line 10</b> | Who lived in _____(geographical and time reference)         |
| <b>Line 11</b> | During _____(historical reference)                          |
| <b>Line 12</b> | Last name   |

## RESOURCE 4 – Advertising Analysis

### Advertising techniques

Question starters	Questions/Answers
<b>WHAT?</b>	<p><b>What is the product being promoted and who is the company?</b></p> <p><b>What</b>  <b>Resonant image (TV) / Dominant image (Print)</b> =            What you remember and take away with you.</p> <p><b>Hero</b> = the product, what you are trying to sell.</p> <p><b>Top third line</b> = the place the eye is first drawn to.</p> <p><b>Slogan</b> = catchy phrase used to sell the hero. For example, “Just do it!” or “Every time a good time at McDonalds”.</p> <p><b>Logo or brand name</b> = symbol used to identify the hero. For example, the big tick for Nike or the big M for McDonalds.</p> <p><b>Catch or hook</b> = the thing that grabs the viewer’s attention and makes them believe in the hero and want to buy it.</p> <p><b>Colours =</b>  <b>Red</b> – the most dominant colour, what you notice first.</p> <p><b>Yellow</b> – this colour stays with you the longest, it the colour you remember.</p> <p><b>Green</b> – is the worst colour to notice and remember. It is also a cold colour.</p> <p><b>Blue</b> – is a cold colour and is used to make audiences not like images. Distrust them.</p> <p><b>Golden</b>– this is the colour for warmth</p> <p><b>Does the ad have an impact on us?</b></p>
<b>WHO?</b>	<p><b>Who is the target audience (age, gender, ethnicity) for the ad?</b>  <b>How do you know?</b></p>
<b>WHEN?</b>	<p><b>When do you think most of these ads are screened on TV (time of day/night, days of week, months in the year)? Why?</b></p>
<b>WHERE?</b>	<p><b>Where is the ad filmed? Why do you think they use this scenery?</b></p>

<b>WHY?</b>	Why is the last image on the screen a Beef and Lamb symbol/logo?
<b>HOW?</b>	How do they use humour in the ad? Why do you think they use this technique?

### **ATHLETES IN FOCUS**

<b>Question starters</b>	<b>Questions/Answers</b>
<b>WHO?</b>	Who are the athletes promoting the product?
<b>WHAT?</b>	What sport do each of these athletes play? Record their greatest achievements if known.
<b>WHY?</b>	Why do you think these athletes' were chosen for the ad? What appeal do they have to New Zealanders?
<b>WHEN?</b>	When do they use the key phrases 'Best in the World' and 'That's why we love it?' Why are they used at this point? How does this phrase relate to the athletes?
<b>HOW?</b>	How are the athletes portrayed? E.g. emotions. How does this make us feel about the product?

## **RESOURCE 5: Advertising**

The following are basic jargon used in advertising. Words that you need to know when you analyse ads and make your own ads.

**Product** = the thing you are selling. For example: toothpaste, bread, shoes etc.

**Resonant image (TV) / Dominant image (Print)** = what you remember and take away with you.

**Hero** = the product, what you are trying to sell.

**Top third line** = the place the eye is first drawn to.

**Slogan** = catchy phrase used to sell the hero. For example, “Just do it!” or “Every time a good time at McDonalds”.

**Logo or brand name** = symbol used to identify the hero. For example, the big tick for Nike or the big M for McDonalds.

**Catch or hook** = the thing that grabs the viewer’s attention and makes them believe in the hero and want to buy it.

**Advertisers also use colour to help sell their products. Some colours have different meanings:**

**Red:** the most dominant colour, what you notice first.

**Yellow:** this colour stays with you the longest, it the colour you remember best.

**Green:** green is the worst colour to notice and remember. It is also a cold colour.

**Blue:** is also a cold colour and is used to make audiences not like images and distrust them.

**Golden:** this is the colour for warmth.





## **RESOURCE 6: Athletes advertising fast food send misleading message**

By Chris Zdeb, Edmonton Journal March 1, 2010



**University of Alberta physical education professor and exercise psychologist Tanya Berry believes there is a hypocrisy with elite Olympic athletes pushing fast food from McDonald's.**

**Photograph by: Ryan Jackson, [edmontonjournal.com](http://edmontonjournal.com)**

EDMONTON — The Vancouver Winter Olympics have come and gone, but we'll long remember the inspiring physical performances of the best athletes in the world.

Unfortunately, health experts worry, we'll also remember some of those elites with burgers and fries and Egg McMuffins in their hands. Figure skater Patrick Chan, speed skater Cindy Klassen and snowboarders Crispin Lipscomb of Edmonton and Brad Martin were among the athletes who talked about their love of fast food in McDonald's restaurant ads. The fast-food giant was one of the official sponsors of the Games.

Pairing fast food and Olympic athletes makes the former seem healthier by association, says health researcher Tanya Berry.

"I think it really messes up the whole clear public-health messages we're trying to get out there," says the University of Alberta assistant professor of physical education and recreation, whose research focuses on health promotion. The public-health message is that fast food, in general, is not good for you and should only be eaten occasionally because of all the salt, sugar and fat it contains.

The ads were recently lampooned on CBC television's satirical *This Hour Has 22 Minutes* in a skit featuring an actor refusing to take a bite of his McJohnson Big Johnson burger while filming a fast-food ad.

"I'm an elite athlete. I can't eat this crap! I'm going for the gold!" he tells the director.

“I’m likin’ it,” he says, holding the double burger, “but I’m not eatin’ it.”

Berry isn’t worried about health-conscious people who rarely, if ever, eat fast food. She’s concerned about the majority of people who eat without thinking, and about impressionable children who idolize sports heroes.

A Statistics Canada study released in January found 62 per cent of adults and 26 per cent of children are overweight or obese. Health professionals say this state of affairs is the result of fast food, technology that keeps people in front of the computer or on the couch, and a lack of physical activity.

“If you’re not somebody who thinks about exercise or eating healthy a lot of the time ... seeing these Olympians, who are absolutely physically amazing, and seeing them tied to some fast-food restaurant, without even thinking about it, you start making associations,” Berry says.

It sends the message that it doesn’t really matter what you eat as long as you exercise, and it’s hammered home by the sheer volume of ads that overwhelm those promoting healthy foods, she explains.

“The Public Health Agency of Canada (a federal government agency responsible for public health) doesn’t have that kind of budget.”

Dr. Peter Nieman of the Pediatric Weight Clinic in Calgary says he was disappointed with the message the McDonald’s ads send.

“Ideally these ads shouldn’t be there, but they’re there because McDonald’s provides money.

“It absolutely does not help at all (in the fight to stem obesity), but it’s a free society and people are allowed to do these ads.”

It’s a win-win for the company and the athletes, “but for families on the fence (about eating healthily or not), or those already struggling, it gives them another reason not to change,” he explains.

Nieman thinks the federal government should play a leading role in promoting healthy foods by similarly engaging well-known sports figures to extol the virtues of fruits, vegetables and fish in free public service announcements.

“If you can get maybe like a Wayne Gretzky to say ‘eat more fruits and vegetables,’ that would be great. It could be very powerful, especially with children, because the messenger is so important,” Nieman says. Until that day, Berry says, it’s important for people to know that competitive athletes “eat quite carefully, so I seriously doubt these people are eating McDonald’s or any fast food regularly.”

Also, just because you’ve done some physical activity doesn’t mean you can reward yourself by eating or drinking something unhealthy.

“It’s not a one-off thing,” Berry says. “You always need to be thinking about eating a good diet and being active. It’s a lifelong commitment.”

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## **RESOURCE 7: Icon Prompt template**

### **Process:**

The following icons dissect an issue into four areas:

- Who stands to gain from the situation?
- Who stands to lose from the situation?
- How does this affect me?
- What are some of the questions and issues raised?

### **Topic: Promoting fast food through athletes and their sports**

<b>Who stands to gain? How?</b>		<b>Who stands to lose? How?</b>	
			
<b>How does this affect me?</b>			<b>What are the unanswered questions and issues?</b>

**RESOURCE 8: Mix and Match Keywords**

Match the following words from column 1 with the definition from column 2:

Column 1	Column 2	
<b>1. misleading</b>	<b>1.</b> A promise	
<b>2. fraud</b>	<b>2.</b> Good qualities that make you a nice person e.g. kindness	
<b>3. hypocrisy</b>	<b>3.</b> Easily influenced, gullible, easily tricked	
<b>4. elite</b>	<b>4.</b> Mocking, scornful	
<b>5. inspiring</b>	<b>5.</b> Not very often infrequently	
<b>6. sponsors</b>	<b>6.</b> A scam or con or trick. Something is not true or is a copy of the real thing.	
<b>7. occasionally</b>	<b>7.</b> To make fun of , send up, ridicule	
<b>8. lampoon</b>	<b>8.</b> Two faced, pretending	
<b>9. satirical</b>	<b>9.</b> Exciting, someone to look up to and admire	
<b>10. impressionable</b>	<b>10.</b> The best, leaders, top of the class/their field, a small group of people who have the best of everything	
<b>11. idolize</b>	<b>11.</b> Links, connections	
<b>12. obese</b>	<b>12.</b> Support, encourage, help	
<b>13. associations</b>	<b>13.</b> Easily influenced, gullible	
<b>14. overwhelm</b>	<b>14.</b> Overweight, plump	
<b>15. promote</b>	<b>15.</b> Admire, worship, adore	
<b>16. extol</b>	<b>16.</b> Spirited, serious and committed and likes to win	
<b>17. virtues</b>	<b>17.</b> Overcome, beat, crush, engulf	
<b>18. competitive</b>	<b>18.</b> A fraud, someone who pretends to be someone/something they are not	
<b>19. commitment</b>	<b>19.</b> Not the truth, false, deceptive	
<b>20. persuade</b>	<b>20.</b> Convince, make someone believe you	

### **RESOURCE 9: Pre Reading Activity**

This will help to activate your prior knowledge of content and vocabulary. It is also useful to flick through the text to gain an overall 'feel' for it. This will help you to make predictions about what sort of text it is, how the information is presented, what kinds of information it includes, etc.

**Complete the following table:**

<b>Aspect</b>	<b>Details (record or describe)</b>	<b>This clue tells me that the article will be about.....</b>
<b>Title</b>		
<b>Main Picture</b>		
<b>Topic sentences</b>		
<b>"Direct quotes"</b>		
<b>Final line/paragraph</b>		

**I predict that this text will tell me about...**

---

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---

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## **RESOURCE 10: Co-operative Reading Square**

### **TEACHER INFORMATION**

This strategy is a process of bringing what happens in reading and understanding text to the surface for learners and getting them to practise the steps in the process. The process should be repeated (six to eight times) over a period of six to eight weeks. The aim is to get students to internalise the process so that their comprehension levels improve.

- Selection of text is vital. Teachers need to consider:
  - \* Length
  - \* Instructional level
  - \* Interest
  - \* Importance
- 1. Organise class into groups – four students per group is ideal, but not essential.
- 2. Each group of four students is given copies of the text to read. The text should be fairly short and interesting enough to stimulate discussion.
- 3. Students read text.
- 4. Each student leads the group in one of the activities given below. Each activity involves one of the four basic comprehension skills:
  - Questioning
  - identifying key words
  - summarizing
  - presenting ideas as diagrams or other visual images.

**NOTE:** Each skill needs to be taught/modelled beforehand. The first few times this strategy is used it is useful for the teacher to model it. E.g. by eliciting responses from different groups in the class, and recording on whiteboard, talking through issues as they arise. The template “Co-operative Reading Square” is designed for use in the early stages of using this strategy. Students would complete each section individually, then share ideas in groups or with whole class. In this way issues can be addressed as they arise.

**ADDITIONAL IDEAS: Question Dice** are a useful and enjoyable way of developing students questioning skills. Students have a pair of dice. One has a question starter on each side: “What...?”, “Where...?”, “When...?”, “How...?”, “Who....?”, “Why...?”

The second dice has verbs such as:  
“is/are”, “would”, “can”, “could”, “will”, “might”, “should”

Students shake dice and use the combinations as a starter.

## **CO-OPERATIVE READING SQUARE**

### **Instructions to students**

Students in groups of four. Each person leads the group in one of these tasks:

- 1.** Ask a **question** for the rest of the group to answer such as something they don't understand, a word meaning etc. The others try to answer the question. They then each ask their question in turn.
- 2.** Identify a **key word** in the passage and explain it. The other students then also give their key words. The group decides on 6-8 (or other specified number of) key words.
- 3.** Retell or **summarise** the information in their own words. After each student has had a turn, the group discusses and agrees on a summary statement using their list of key words.
- 4.** Draw a **picture** or diagram to sum up the main ideas of the passage, using the information discussed.

### **Co-operative Reading Square worksheet**

Read the text and then go through the following steps:

- Work through each task – the group member leads the task they have been given and the whole group helps to provide the answer.
- As you work through each task led by a group member, write your answers in the boxes below.

- 1.** Write a **question** about something you don't understand such as a word meaning.

- 2.** Write down what you think are the 6 most important **key words**

- 3.** Retell or **summarise** the information by using each of the key words in 2 or 3 sentences.

- 4.** Draw a **picture** or diagram to sum up the main ideas of the passage, using the information discussed.



#1

## Co-operative Reading Square

Your task is to:

1. Ask a **question** about the text for the rest of the group to answer, such as a word meaning. They will take turns to help you answer it.
2. Lead the rest of the group to ask questions in turn, and help them answer them.

#2

## Co-operative Reading Square

Your task is to:

1. Identify a **key word** in the text and explain it.
2. Lead the others to also identify and explain key words, until the group has a list of about 10-12 words.
3. As a group, decide on the 8 most important key words from that list.

#3

### Co-operative Reading Square

Your task is to lead the group to:

Retell or **summarise** the information in your own words. After everyone has had a turn, the group discusses and agrees on a summary statement using their list of key words.

#4

### Co-operative Reading Square

Your task is to lead the group to:

**Draw** a picture or diagram to sum up the main ideas of the passage, using the information discussed.

### RESOURCE 11: Discussion web

Purpose: Helps students think through both sides of an issue or an argument prior to speaking, writing or drawing.

**Use this tool only after you have read/discussed issues- because its success depends on well-informed students.**

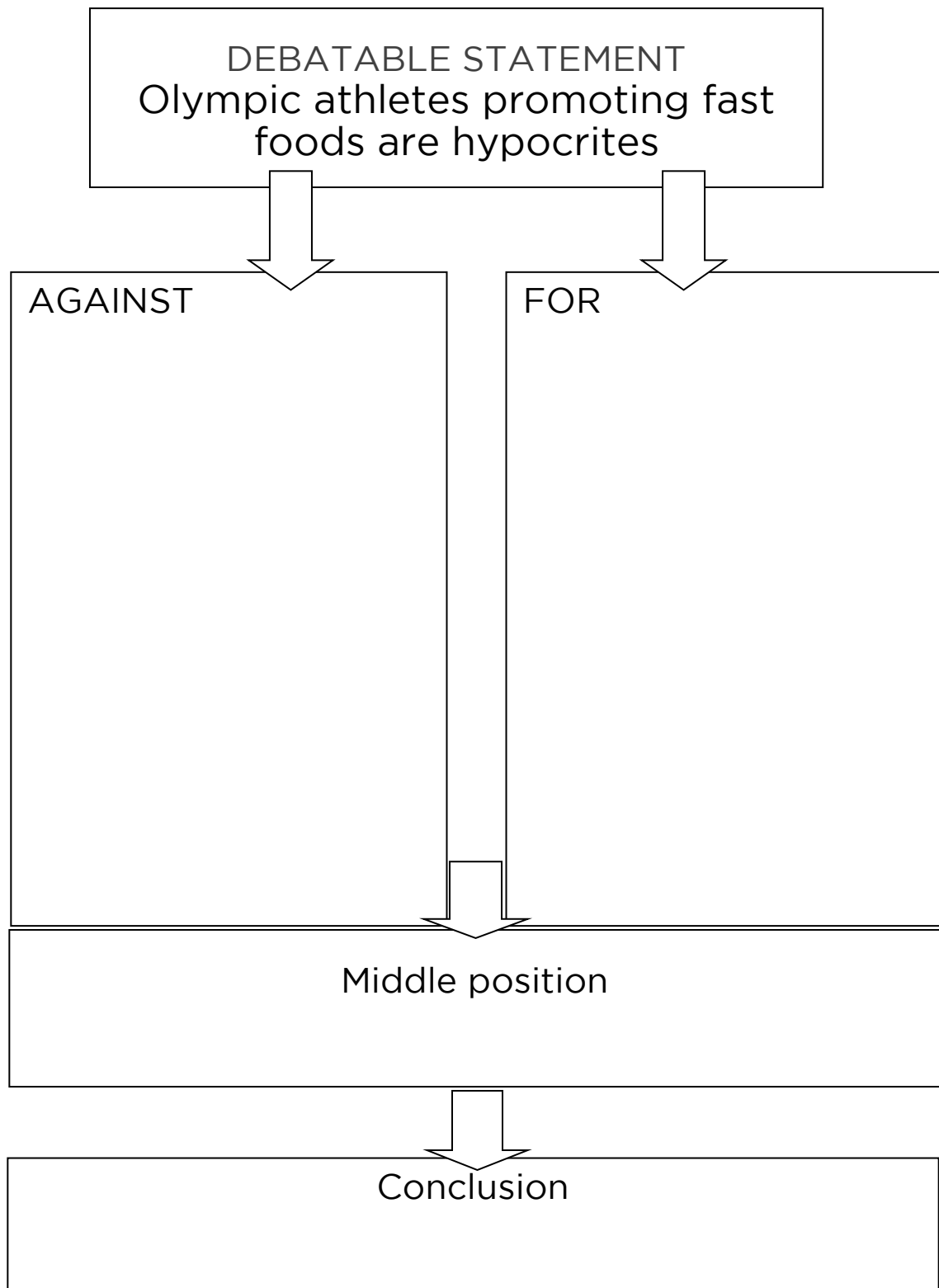
1. Present students with topic-related text.
2. Ask students to name main issue, belief or moral question raised by the text.
3. Record the debatable statement or question at top of the discussion web.
4. Ask students to complete the web by recording supporting arguments/evidence under suitable headings: middle position, hypothesis one, hypothesis two etc.
5. After compiling arguments/evidence ask students to write a conclusion as shown in the example.

#### EXTENSION:

Ask students to rank their arguments for and against the debatable question. Use this ranking to prepare for oral or written arguments.

DEBATABLE STATEMENT	
AGAINST	FOR
MIDDLE POSITION	
CONCLUSION	

**Resource 11: Discussion Web**



## RESOURCE 12: Three Level Thinking Guides

- Three level thinking guides are designed to enable learners to think through ideas on a topic. They can be used for video texts, for photographs and diagrams, for musical scores, for maths problems and processes and for many different types of written texts across all curriculum areas.
- The purpose of the guide must be clear and must be explained to students. The statements should be designed so that they promote a coherent understanding about some aspect/s of the topic or text (as opposed to a random set of statements about the text).

### ***What is a Three Level Guide?***

- Three level guides were developed by H. Herber around 1970. They are used to help students think through oral, written or visual texts after they have been given some background knowledge of the topic.
- A Three level guide is a series of statements (NOT QUESTIONS) which prompt 'readers' to comprehend the text.

### ***The Three Levels***

**Level One** → Literal → What's "on the lines" → Factual Level of understanding

**AIM:** to enable learners to accurately identify key and relevant information/ideas explicitly stated in the text

**Level Two** → Interpretative → What's "beyond the lines" → Interpretative Level of understanding

**AIM:** to enable learners to reflect on and interpret the information, to pick up the inferences in the text and to draw conclusions from the text.

**Level Three** → Applied → What's "beyond the lines" → Applied Level of understanding

**AIM:** to enable learners to apply the content of the text to broader situations of generalisations beyond the text, but related to or generated from the text.

### ***What are the benefits of Three-Level Guides***

#### **Three-Level Guides**

- Show students which information they need to focus on
- Encourage students to become close and critical readers / thinkers
- Require students to clarify, support, justify and evaluate their thinking
- Support less successful learners by offering models of how to think through content area reading
- Provide opportunities for language development through focussed small group discussion

### ***How do I write a Three-Level Guide?***

#### **1. Choose an important content area**

Three-level guides can take time to construct so it is important to base them on something significant and that is important for students to process in depth.

#### **2. Work out what main ideas or understandings you want the students to get out of the text.**

#### **3. Write the Level Three (applied) statements first.**

This leads you to work out the main ideas and concepts you want learners to think about. Level 3 statements should promote discussion and not be able to be answered with a simple 'yes' or 'no' response. Students should be able to justify their conclusions or responses by referring to the text, but should be thinking beyond the text.

#### **4. Write the Level One (Literal) statements.**

Identify the key and relevant information that will lead learners towards the understandings at the applied level. Mix these statements with some information that is not explicitly stated/found in the text.

#### **5. Write the Level Two (Interpretative) statements last.**

What can the learners infer from the text by thinking about what the text implies or suggests, but doesn't say directly? These statements need to be a mixture of what can and cannot be inferred from the text. Students need to justify their choices by referring to the text.

### ***How do I use the Three-Level Guide?***

- Make sure students understand the purpose of the task – ie to reach an understanding of the text at three levels.
- Stress that this is not a simple 'true/false' activity and that Level 3 in particular will not have 'right or wrong' answers.
- Model the process with a practice guide or with a first question at each level.
- Allow plenty of time to complete all stages of the task
- You may wish to follow this process for students in the classroom:
  - ⇒ Stage One: students work individually
  - ⇒ Stage Two: students work in groups – preferably multi-level/mixed ability
  - ⇒ Stage Three: present or record and discuss similarities and differences between group responses, especially at applied level.

### THREE LEVEL GUIDE FAST FOOD SPONSORSHIP BY ATHLETES

Statement	True, False/Don't Know
Marketing of unhealthy food has been linked to poor health in children	
Unhealthy childhood eating patterns are associated with risk factors for cardiovascular disease, such as type 2 diabetes, high blood pressure and dyslipidaemia.	
A survey of high-school students in South Auckland found four out of five students spent money on make-up the previous day, with one in five spending more than \$10 on make-up	
Children "pester" their parents to buy more fruit and vegetables	
Virtually all homes in New Zealand with children have at least one television, and 27 percent of children have a television in their bedroom	
New Zealand children watch on average almost an hour of television each day	
A comparison with 13 countries in 1999 showed that New Zealand had the third-highest rate of food advertising, the highest rate of confectionery and drinks advertising, and the second-highest rate of restaurant advertising (including fast food restaurants)	
In 2005, 50% of advertising on New Zealand television during children's viewing time was for foods counter to improved nutrition	
In a nationwide survey of New Zealand parents and grandparents in 2007, just over half felt that their children's requests for particular food or drink products were 'moderately' or 'very' influenced by advertising, and most thought it influenced liking for particular products	
America has banned advertising of unhealthy food on children's television channels.	
New Zealand has banned advertising of unhealthy food on children's television channels.	
Young people's food preferences are not influenced by advertising	
Active teenagers who play a lot of sports can eat whatever foods they want so long as it provides 2000-3000 calories a day	
Professional athletes can eat whatever they want so long as it provides them with 4000-5000 calories a day	
Professional athletes have the right to advertise what they want to children and young people	
It is the responsibility of parents and grandparents to monitor what children and young people watch on TV and eat.	
Young people know what healthy food choices are they just make a choice to eat unhealthy food	
Young people know what their nutritional requirements are they just choose to eat foods that have little nutritional value	
Today's generation of young people may be the first to be outlived by their parents	

### ANSWERS THREE LEVEL GUIDE FAST FOOD SPONSORSHIP BY ATHLETES

Statement	True, False/Don't Know
Marketing of unhealthy food has been linked to poor health in children	T
Unhealthy childhood eating patterns are associated with risk factors for cardiovascular disease, such as type 2 diabetes, high blood pressure, and dyslipidaemia.	T
A survey of high-school students in South Auckland found four out of five students spent money on make-up the previous day, with one in five spending more than \$10 on make-up	F, food
Children "pester" their parents to buy more fruit and vegetables	F
Virtually all homes in New Zealand with children have at least one television, and 27 percent of children have a television in their bedroom	T
New Zealand children watch on average almost an hour of television each day	F, 2 hours a day
A comparison with 13 countries in 1999 showed that New Zealand had the third-highest rate of food advertising, the highest rate of confectionery and drinks advertising, and the second-highest rate of restaurant advertising (including fast food restaurants)	T
In 2005, 50% of advertising on New Zealand television during children's viewing time was for foods counter to improved nutrition	F, 70% of advertising
In a nationwide survey of New Zealand parents and grandparents in 2007, just over half felt that their children's requests for particular food or drink products were 'moderately' or 'very' influenced by advertising, and most thought it influenced liking for particular products	T
America has banned advertising of unhealthy food on children's television channels.	F
New Zealand has banned advertising of unhealthy food on children's television channels.	F
Young people's food preferences are not influenced by advertising	T
Active teenagers who play a lot of sports can eat whatever foods they want so long as it provides 2000-3000 calories a day	F, need balanced diet-nutrition as well as calories
Professional athletes can eat whatever they want so long as it provides them with 4000-5000 calories a day	F, as above
Professional athletes have the right to advertise what they want to children and young people	Level 3
It is the responsibility of parents and grandparents to monitor what children and young people watch on TV and eat.	Level 3
Young people know what healthy food choices are they just make a choice to eat unhealthy food	Level 3
Young people know what their nutritional requirements are they just choose to eat foods that have little nutritional value	Level 3
Today's generation of young people may be the first to be outlived by their parents	Level 3



## RESOURCE 13: Athletes Diet

Go to

<https://www.nestle.co.nz/csv/communityinitiatives/autm/eatingforyoursport>

Here you can find nutritional information listed for each sport. You will be looking at the rugby and sailing nutritional information sheets. Please click on both to download the PDF's.

You will be looking at two sample diets for a competitive rugby player and a competitive sailor. Please find below some details regarding their height, weight and the average amount of calories they burn when in training. The diets below talk about **calories** but in New Zealand we talk about **kilojoules**.

### Competitive rugby player

Weight: 110 kg  
Height: 1.83 m  
Calories: 5000  
Age: 32 years

### Competitive sailor

Weight: 60 kg  
Height: 1.77m  
Calories: 3800 - 4000  
Age: 25 years



### Competitive rugby player

Meal	Option 1*	Option 2*
Breakfast	2 pieces of toast 2 poached eggs 2 serves of baked beans, 2 tomatoes 1 glass of fruit juice	1 glass of milk 2 pots of yoghurt 3 bowls of branflakes with semi skimmed milk
Morning tea	2 hands of dried fruit 1 glass of milk	3 bread and spread
Lunch	2 Pasta with tomato sauce 2 Vegetables green 2 grilled fish fillets 2 portions of sushi 1 pot of yoghurt	2 slices of bread and spread 2 portions of sushi 2 portions of omelet 1 banana and 1 yoghurt
Pre afternoon training	1 banana 1 smoothie	1 glass of milk 1 smoothie
After training	1 glass of milk 2 cereal bar 2 bag of nuts	3 cereal bars
Dinner	2 Pasta with meat sauce and 2 portions of green vegetables	2 grilled fish fillets, 3 roast vegetables and 3 roast potatoes
Supper	Hot chocolate	2 scoops of ice cream

### Competitive sailor

Meal	Option 1*	Option 2*
Breakfast	3 toast with peanut butter 1 pot yoghurt 1 piece of fruit 1 egg	1 bran flakes + semi skimmed milk 1 piece of fruit 1 glass of fruit juice
Morning tea	1 banana 1 bread plus spread 1 Tea with milk	1 orange 1 pot of yoghurt
Lunch	2 rice and 2 roast vegetables 1 omelet 1 banana	2 portions of pasta with meat sauce
Pre afternoon training	2 cereal bars 1 smoothie	2 cereal bars
After training	3 dried fruit 1 milk	1 small bag of nuts 1 glass of water
Dinner	1 bowl of soup, steak (1), potatoes (2 spoons), vegetables (green: 2), 1 glass of juice	2 portions of stir fry, 1 grilled fish and 1 apple 1 glass of milk
Supper	1 hot chocolate drink	1 omelet

**\*note: recommendations on results page are for a 'normal' adult not a top athlete – please only refer to the calorie intake**

### TASKS

1. Review the food composition of the diet at <https://xyris.com.au/free-trial/> and using resource 14
2. Which of these sample diets is most appropriate for these athletes?
3. Please look at the diet that isn't appropriate. Can you tell me why?  
Complete the table below

Nutrients	Why it this important
What is missing?	
What is there too much of?	

4. Please change food that isn't appropriate for the athletes (please look at the sports information sheets to pick out appropriate items)
5. Please refer to Resource 14. Compare the recommendations of **option 1** with the nutritional recommendations of an athlete. Which of the nutrients are within the recommendations?
6. Design a balanced diet for an active teenager your age. This diet has to include three meals and two snacks and a selection of foods from the Visual food guide. Please see Information sheet 5.
7. Can you tell me what each diet is in **Kilojoules**? Use <http://www.convertunits.com/from/calories/to/kJ> for help.

<b>Meal</b>	<b>Items</b>
<i>Breakfast</i>	
<i>Morning tea</i>	
<i>Lunch</i>	
<i>Afternoon tea</i>	
<i>Dinner</i>	

8. Complete Tables B,C and R on Resource 14, using the information in table on the first page.
9. Explain why it would not be advisable for an athlete to eat a Big Mac and KFC takeaways everyday if they want to have a balanced diet.
10. Suggest other takeaway foods that would be a better.

## RESOURCE 14: Daily nutritional recommendations

Nutrients	Teenagers*		Athlete**	
	Male	Female	Male	Female
<b>Energy</b>	8300kj	7600kj	16,300kj	14,200kj
<b>Fat</b>	62g+	57g+	121g+	106g+
<b>-Saturated fat</b>	22g	21g	44g	38g
<b>Carbohydrate</b>	285g+	262g+	560g+	488g+
<b>-Sugars</b>	77g	71g	153g	133g
<b>Sodium</b>	2000mg	2000mg	2300g	2300g
<b>Fibre</b>	24g	20g	34g^	26g^

\* Approx. intake for a teenager with a light level of physical activity

\*\* Approx. intake for a very physically active adult aged 19-30 years

+ Figures are the average of a range provided

^ Healthy Food Guide reference - average of a range provided

### Energy

- The amount of energy we need each day to maintain our weight depends on our age, gender, height, weight and physical activity level. The figures above are approximate for teenagers and adults but give us a good guideline as to recommended intakes.
- Energy is measured in kilojoules (kj).

### Other nutrients

- Protein:** Protein has a number of key roles in our bodies: it enables the growth and repair of body tissues; forms muscles, skin and hair; maintains fluid balance; and enables cell-to-cell communication, among many other things.

Updated April 2019

- **Fat:** is an important nutrient for our bodies. It provides protection for our organs and insulates our bodies. It also helps fuel our bodies if our energy demands suddenly increase. However too much fat is not good for us and is linked to many health problems such as heart disease.
- **Carbohydrate:** Carbohydrates are our main source of fuel for our brains and bodies. There are two types of Carbohydrates: simple carbohydrates such as white rice, white bread and rice. These release energy in our blood stream quickly and can leave us feeling hungry and sometimes tired soon after we have eaten them. The second type of carbohydrates are complex carbohydrates which are whole grains such as whole grain bread, brown rice, lentils, beans and some vegetables. Complex carbohydrates provide us with energy throughout the day.
- **Sugar:** Carbohydrates are the main source of fuel for our bodies and sugar is one of these. However if we eat foods with too much sugar and little other nutrients in them then our energy levels will not be sustained. Too much sugar also contributes to tooth decay.
- **Fibre:** is the roughage found in cereals, fruit and vegetables. It helps to flush out our systems and keep us regular.
- **Sodium:** is an important nutrient which helps regulate the amount of fluid in our bodies. Most of our sodium intake comes from eating a healthy diet. Too much sodium can inhibit the uptake of calcium in our bodies which is important for growth and development and increase our blood pressure which is bad news for our heart.
  - Fat, saturated fat, carbohydrates, sugars and fibre are all measured in grams (g) Sodium is measured in milligrams (mg)
  - The figures indicate to us the total amount recommended for teenagers and adults in a day for each of the nutrients.

**TABLE A**

Nutrients	Big Mac 240g	% daily intake recommendations for teenagers		% daily intake recommendations for athletes	
		Male	Female	Male	Female
Energy	2285kj	28%	30%	14%	16%
Fat	32g	52%	56%	26%	30%
-Saturated fat	12g	55%	57%	27%	32%
Carbohydrate	39g	14%	15%	7%	8%
-Sugars	6g	8%	8%	4%	5%
Sodium	1093mg	55%	55%	48%	48%
Fibre	1g	4%	5%	3%	4%

**TABLE B**

Nutrients	Filled roll 419g	% daily intake recommendations for teenagers		% daily intake recommendations for athletes	
		Male	Female	Male	Female
Energy	1873kj	23%	25%	11%	13%
Fat	8g				
-Saturated fat	2g				
Carbohydrate	46g				
-Sugars	12g				
Sodium	780mg				
Fibre	8g				

**TABLE C**

Nutrients	KFC (x2 chicken thighs + coleslaw) 364g	% daily intake recommendations for teenagers		% daily intake recommendations for athletes	
		Male	Female	Male	Female
Energy	3330kj				
Fat	56g				
-Saturated fat	18g				
Carbohydrate	40g				
-Sugars	17g				
Sodium	968mg				
Fibre	5g				

**TABLE D**

Nutrients	Beef stir fry with vegetables 210g	% daily intake recommendations for teenagers		% daily intake recommendations for athletes	
		Male	Female	Male	Female
Energy	1070kj				
Fat	14g				
-Saturated fat	5g				
Carbohydrate	7g				
-Sugars	6g				
Sodium	53mg				
Fibre	4g				

## **RESOURCE 15: Forming Intentions – Steps to writing**

### **1. Look at the question**

“that it is acceptable for athletes to promote fast food.”



### **2. Identify key words, what they mean & what you are being asked to do**



### **3. Brainstorm/spider diagram/retrieval chart to organise your ideas**





## WRITING AN ARGUMENT

The purpose of this task is to write an argument, discussing and defending your point of view.

Feedback could be based on the following aspects of your writing:

### Surface features

- the accuracy of your spelling, punctuation, and grammar

### Deeper features

- the organisation of your ideas
- the linking of your main and your supporting ideas
- the use of language in the expression of your ideas

### Retrieval charts

Retrieval charts are an effective way to organize your ideas in preparation for writing.

Decide if you **agree**( do chart A) or **disagree with the statement** (do chart B) “that it is acceptable for athletes to promote fast food.”

#### It is acceptable for athletes to promote fast food.

<b>Reason 1</b> State	<b>Reason 1</b> Explanation	<b>Reason 1</b> Evidence
<b>Reason 2</b> State	<b>Reason 2</b> Explanation	<b>Reason 2</b> Evidence
<b>Reason 3</b> State	<b>Reason 3</b> Explanation	<b>Reason 3</b> Evidence

#### It is not acceptable for athletes to promote fast food.

<b>Reason 1</b> State	<b>Reason 1</b> Explanation	<b>Reason 1</b> Evidence
<b>Reason 2</b> State	<b>Reason 2</b> Explanation	<b>Reason 2</b> Evidence
<b>Reason 3</b> State	<b>Reason 3</b> Explanation	<b>Reason 3</b> Evidence

## TEXTFRAME FOR ARGUMENT

Argument = APE Assertion/Proof/Example

Updated April 2019

“School should not be compulsory”		
Structure	Text	Key & connecting words to use
Assertion	I think that it is /is not acceptable for athletes to promote fast foods for three reasons;	My opinion/I think
<b>S</b> Statement for reason 1		My first reason is... firstly, to begin with
<b>E</b> Explanation 1		This is because
<b>E</b> Evidence/Proof 1		For example, an example of this is for instance, including, such as,
<b>S</b> Statement for reason 2		My second reason is, secondly, another,
<b>E</b> Explanation 2		Subsequently
<b>E</b> Evidence/Proof 2		For example, an example of this is for instance, including, such as,
<b>S</b> Statement for reason 3		My third reason is, finally, lastly
<b>E</b> Explanation 3		This means that
<b>E</b> Evidence/Proof 3		For example, an example of this is for instance, including, such as,
Counter – Argument		On the other hand some people could argue. .. but An alternative argument is that.. however, Alternatively..
Summary/conclusion		In conclusion, thus, therefore, for these reasons, as a result, to summarise

Conditionals like: <ul style="list-style-type: none"> <li>• Would, could, might, if, unless</li> </ul>	
Connectives like: <ul style="list-style-type: none"> <li>• Because, consequently, so, therefore, furthermore</li> <li>• Firstly, secondly, finally</li> </ul>	
Emotive language like: <ul style="list-style-type: none"> <li>• No-one can deny ...</li> <li>• Irritating, disappointing, unbelievable</li> </ul>	
Rhetorical questions like: <ul style="list-style-type: none"> <li>• Are we to believe that ...</li> </ul>	

### **RESOURCE 16: Persuasive writing reflection template**

Name:	
My writing is called ...	
It is an ...	
The audience I am writing for is ...	
I wrote it to persuade ...	
I included an introduction with an opening statement – yes/no and why/why not	
I supported each argument with information/evidence – yes/no and why/why not	
I used: <ul style="list-style-type: none"><li>• conditionals</li><li>• connectives</li><li>• emotive language</li><li>• rhetorical questions</li></ul>	
My concluding paragraph summed up the main argument -yes/no and why/why not	

## **RESOURCE 17: Example Survey Questions**

This resource shows a range of different survey questions with a focus around the theme of breakfast.

### **THE DEMOGRAPHIC QUESTION**

Demographic questions are an integral part of any questionnaire. They are used to identify characteristics such as age, gender, ethnicity and geographic place of residence. An example of some demographic questions might be:

#### **1. Please circle the age bracket into which you fit:**

0-15 years	16-30 years
31-45 years	46-60 years
61+ years	

#### **2. Please circle your gender:**

Male	Female
------	--------

#### **3. Please circle your ethnicity:**

NZ European/Pakeha	Nieuan
Other European	Tokelauan
NZ Maori	Fijian
Samoan	South East Asian
Cook Island Maori	Chinese
Tongan	Indian
Other ethnic groups	

#### **4. Please circle where you live:**

City

Town

Country

## THE DICHOTOMOUS QUESTION

The dichotomous question is generally a "yes/no" question. An example of the dichotomous question is:

**5. Do you eat breakfast everyday?                      Yes/No**

## THE MULTI-CHOICE QUESTION

The multiple-choice question consists of three or more exhaustive, mutually exclusive categories. Multiple choice questions can ask for single or multiple answers.

**6. Do you eat breakfast?**

- a) every day of the week
- b) most days of the week (5+ times)
- c) some days of the week (1-4 times)
- d) never

## RANK ORDER SCALING

Rank order scaling questions allow a certain set of brands or products to be ranked based upon a specific attribute or characteristic.

**7. Rank the following breakfast food items in terms of their nutritional value where 1 is likely to be the most nutritious and 5 is likely to be the least nutritious. No two items can have the same ranking.**

\_\_\_\_\_ Cornie flakes

\_\_\_\_\_ Cocoa Pops

\_\_\_\_\_ Weety-bix

\_\_\_\_\_ Ricies

## THE RATING SCALE

A rating scale question requires a person to rate a product or brand along a well-defined, evenly spaced continuum. Rating scales are often used to measure the direction and intensity of attitudes. The following is an example of a comparative rating scale question:

**8. Which of the following categories best describes your opinion about the following statement:**

‘Breakfast is the most important meal of the day’.

- \_\_\_\_\_ Strongly Agree
- \_\_\_\_\_ Agree
- \_\_\_\_\_ Disagree
- \_\_\_\_\_ Strongly Disagree

## THE OPEN-ENDED QUESTION

The open-ended question seeks to explore the qualitative, in-depth aspects of a particular topic or issue. It gives a person the chance to respond in detail. Although open-ended questions are important, they are time-consuming and should not be over-used. An example of an open-ended question might be:

**9. What do you think a healthy breakfast should consist of?**

**10. Why is breakfast such an important meal?**

### **RESOURCE 18: Presentation Plan template**

**Group name:**

**Our group presentation is about ...**

**Our group presentation aims to show ...**

Questions	PREPARE/PLAN
What information needs to go on our presentation?	
What resources do we need for our presentation? Where will we get these from?	
How do we want it to look?  (Attach a draft if needed)	
	TAKE ACTION
Who do we need to ask about where our presentation can go? How will we ask them?	
What are the steps we will take in making our presentation? eg. Step 1 – Collect materials Step 2 – Allocate jobs	
	EVALUATION
How will we ask people to evaluate our project? email, post it box. How will we evaluate our own project?	
What questions will we ask them?	



## RESOURCE 19: Creating an advertisement

**A)** Complete the following table to support planning your advertisement.

Our chosen athlete is ...	
Our chosen food to advertise is ...	
Our chosen food meets the label reading guidelines (per 100g)	<b>Label reading guidelines</b> Total fat (under 10g): Saturated fat (under 2g): Sugar (less than 15g): Dietary fibre (greater than 6g): Sodium (less than 400mg):
Which food type is our chosen food?	
Who is our target audience?	
What will our athlete be doing throughout the ad?	
Who will play the role of our athlete?	
Where will our ad be set? e.g. sports field, supermarket	
Will any other people be needed for our ad? If so who will play these people?	
What key language are we going to use in our ad to persuade others to buy our chosen food? e.g. key phrase, adjectives	
What key props might we use throughout our advertisement? e.g. food, clothing/wig for athlete, sports equipment	

**B)** Complete a storyboard for your advertisement. Maximum 6 scenes.

<b>Scene 1</b>	<b>Scene 2</b>	<b>Scene 3</b>
<b>Scene 4</b>	<b>Scene 5</b>	<b>Scene 6</b>

**C)** Record what each of the participants in the ad will say in each scene.

**D)** What equipment will be required for filming/designing your ad?

**E)** Conference with your teacher prior to filming/designing your ad.

Teacher sign off:

## **INFORMATION SHEET 1 – Hauora concept**

Information taken from Health and Physical Education online:

<http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Health-and-physical-education/What-is-HPE-about#footnote1>

### **Well-being**

The concept of well-being encompasses the physical, mental and emotional, social, and spiritual dimensions of health. This concept is recognised by the World Health Organisation.

### **Hauora**

Hauora is a Māori philosophy of health unique to New Zealand. It comprises tahatinana, tahahinengaro, tahawhanau, and tahawairua.

### **Tahatinana - Physical well-being**

The physical body, its growth, development, and ability to move, and ways of caring for it

### **Tahahinengaro - Mental and emotional well-being**

Coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively

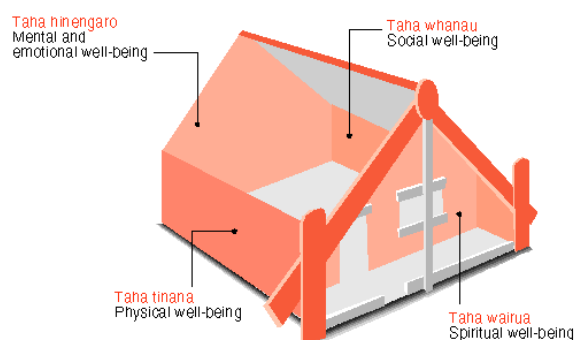
### **Tahawhanau - Social well-being**

Family relationships, friendships, and other interpersonal relationships; feelings of belonging, compassion, and caring; and social support

### **Tahawairua - Spiritual well-being**

The values and beliefs that determine the way people live, the search for meaning and purpose in life, and personal identity and self-awareness (For some individuals and communities, spiritual well-being is linked to a particular religion; for others, it is not.)

Each of these four dimensions of hauora influences and supports the others.



Dr Mason Durie's wharetapawha model compares hauora to the four walls of a whare, each wall representing a different dimension: tahawairua (the spiritual side); tahahinengaro (thoughts and feelings); tahatinana (the physical side); and tahawhanau (family). All four dimensions are necessary for strength and symmetry. (Adapted from Mason Durie's Whaiaora: Māori Health Development. Auckland: Oxford University Press, 1994, page 70).

## **INFORMATION SHEET 2 - Scenarios**

- 1)** *A rugby team mate accidentally breaks your leg in tackling practice. How does this impact on your well-being?*

**Physical** – unable to play rugby and keep fit

**Mental and emotional** – become down about not being able to play the sport we love with our friends

**Social** – interacting with friends becomes more difficult when not playing rugby

**Spiritual** – identity can be affected as so much of who we are is tied up with playing sport

- 2)** *You have been asked by Whaea Mary to represent the school at the National KapaHaka Festival. How does this impact on your well-being?*

**Physical** – work even harder at practice to do well

**Mental and emotional** – we feel pride in our achievements

**Social** – feel a sense of belonging as part of a larger group of performers

**Spiritual** – develops our sense of identity as a Maori

- 3)** *A friend asks us to play in their older brother's basketball team as they are short for the next game. He has watched some of your games and been impressed with your skills. How does this make you feel?*

**Physical** – increases our love of the game and encourages us to play/practice more

**Mental** – we feel proud, excited and nervous

**Social** – interact with a different group of people; teammates look up to you

**Spiritual** – identity as a basketball player.

### **INFORMATION SHEET 3 - Laying it on the line**

(refer 'Classroom Connections' by Kath Murdoch pg 111)

This activity enables students to make conclusions not only about what they know, but also about what they value and feel in relation to a topic. The activity helps develop confidence in stating and justifying opinions.

#### **Basic procedure:**

- Prepare four signs reading: strongly disagree, disagree, agree, strongly agree. These can be placed in four corners of the room or along a line. The 'line' could be a piece of string held by two students.
- Read out a statement relating to the topic, to which students must respond by placing themselves along a line according to the extent to which they agree or disagree.
- Once students have moved to their preferred position, conduct some 'on the spot' interviews with them, asking them to explain why they have chosen that position.
- After the activity, ask students to comment on the way they felt having to make decisions about 'where they stood.' For example: pressure to stand where their friends were, uncertainty about the topic or issue, or uncertainty about their beliefs.
- Ask students to reflect on what the activity has taught them.  
*Why do we think about things so differently from one another?*  
*How do our beliefs and values influence our decisions and actions?*  
*How and why do our values change?*  
*Why have we come to think this way about this topic?*

#### **Teaching points:**

- The interviews that accompany this activity are important. It is by justifying why they have chosen to position themselves at a certain point along the line that students reveal most about what they have learned and how they feel. Use a microphone (fake or real) to interview the students. Hamming up the activity takes the pressure off.
- It is important to stress to students that there is no right or wrong position to stand in. This activity is about personal opinions and these should be respected.

## **INFORMATION SHEET 4 – Icon prompt example**

### **Background:**





This is an excellent strategy to engage students in debatable topics. Most topics and issues that are discussed in the classroom revolve around a few key elements. Icon prompt is a great scaffolding technique that enables students to explore these key elements and therefore see the issue from different perspectives and in greater depth.

### **Process:**

The following icons dissect an issue into four areas:

- Who stands to gain from the situation?
- Who stands to lose from the situation?
- How does this affect me?
- What are some of the questions and issues raised?

### **Topic: Promoting fast food through athletes and their sports**

<b>Who stands to gain? How?</b> <ul style="list-style-type: none"><li>• McDonalds – more people eat their food</li><li>• Athletes through sponsorship money gained</li><li>• Advertising companies – money from companies selling products</li><li>• Television companies – money from companies with ads</li></ul>	<b>Who stands to lose? How?</b> <ul style="list-style-type: none"><li>• Children who idolize athletes – want to buy food because athletes eat it.</li><li>• People fighting obesity – think food is ok to eat as athletes eat it.</li><li>• Families making decisions about eating the right food or not – think it is ok to eat fast food</li><li>• Those working to promote healthy eating – difficult to combat a campaign with influential athletes.</li></ul>
	
<b>How does this affect me?</b> <ul style="list-style-type: none"><li>• I watch TV ads and am influenced by them</li><li>• I admire athletes and listen to what they say</li></ul>	  <b>What are the unanswered questions and issues?</b> <ul style="list-style-type: none"><li>• Do athletes actually eat these foods?</li><li>• If athletes don't eat these foods should they be allowed to promote them?</li><li>• Is all fast food bad?</li></ul>

## **INFORMATION SHEET 5: Overview of different types of foods**

Choose a variety of foods from the Healthy Heart Visual Food Guide every day.

### **VEGETABLES AND FRUIT**

Vegetables and fruit are a good source of nutrients, providing energy, carbohydrate, dietary fibre, vitamins (A and C) and minerals (potassium, magnesium, calcium). These are important for growth, bowel health, repair, vision (Vitamin A), immune function and iron absorption (Vitamin C).

**Examples:** fresh, frozen, canned vegetables and fruit.

### **GRAIN FOODS AND STARCHY VEGETABLES**

Grain foods and starchy vegetables provide energy, dietary fibre essential for tummy health and B vitamins.

**Examples:** :

Grain foods include: oats, barley, brown rice, pasta, couscous, breads, wraps, rewena, chapatti, roti, breakfast cereals, tapioca, sago, congee, quinoa, buckwheat, millet. Whole grain versions like oats and whole grain bread are the best choices.

Starchy vegetables include: potato, taro, kumara, green banana, corn, parsnip, yam, cassava

### **LEGUMES, FISH, SEAFOOD, EGGS, POULTRY AND MEAT**

These foods contain protein which is important for growth and repair. They also contain many different vitamins and minerals including iron, zinc, and B vitamins.

**Examples:** : legumes (eg. chickpeas, lentils, beans, tofu, soy), fish, seafood (eg. shellfish), eggs, poultry (eg. chicken, turkey) and lean meats (eg. beef, lamb, pork, and venison).

### **MILK, YOGHURT AND CHEESE**

Milk, yoghurt and cheese are a good source of calcium, protein and some carbohydrate. Calcium keeps our bones and teeth strong.

**Examples:** : yoghurt, cheese, milk (or calcium-fortified plant-based milks such as soy milk)

### **CUT BACK ON OCCASIONAL FOODS**

Occasional foods are not part of an everyday diet. They are high in sugar, unhealthy fat, and salt. These foods should only be had once a week as they do not provide the goodness our bodies require to grow and develop.

**Examples:** potato chips, fast foods, chocolate, lollies, muesli bars, fizzy drinks, juice, sweet biscuits, donuts and cakes.



The Heart Foundation's Healthy Heart Visual Food Guide is similar to the Ministry of Health food and nutrition guidelines for children and based on a heart-healthy eating pattern, which emphasises whole and less-processed foods. Included are plenty of non-starchy vegetables and fruit, some whole grains in place of refined grains, legumes, nuts, seeds, and other sources of healthy fats such as oily fish. It may also include unprocessed lean meats or poultry and/or dairy.

By following a heart-healthy way of eating in the right amounts, we can meet all the nutrient needs to support good health.

Children need a variety of foods to grow and thrive. A combination of foods from the Healthy Heart Visual Food Guide provides protein, carbohydrates, fats, vitamins and minerals to sustain growing bodies.

For more information go to **[heartfoundation.org.nz](http://heartfoundation.org.nz)**



## **MAORI VOCABULARY**

<http://www.learningmedia.co.nz/ngata>

Kai = food

Breakfast = parakuihi

Lunch = tina

Dinner = hapa

Fruit = huarākau

Vegetables = manga

Bread = parāoa

Cereals = patakai

Rice = raihi

Meat = mīti

Fish = ika

Chicken = pīkaokao

Eggs = hēki

Nuts = nati

Milk = miraka

Cheese = tīhi

Yoghurt = mirakapē

Chocolate = tiokorete

Cake = keke

Children = tamariki

Adolescent (teenager) = tama wahine, tanatāne

Adult = pakeke

Athlete = kaiwhakataetae

## **INFORMATION SHEET 6 – Demonstrating nutrient quantities**

### **Equipment required:**

- Yellow and brown play dough
- Salt
- Sugar
- Teaspoon
- Electronic kitchen scales
- Small ziplock plastic bags
- Vivid
- Labels

### **Method**

1. Weigh the yellow playdough to demonstrate 'fat' quantity. Place a label in front detailing the amount for both foods.
2. Weigh the brown playdough to demonstrate 'fibre' quantity. Place a label in front detailing the amount for both foods.
3. 1 tsp sugar = 4grams. Work out the sugar content for each food. Place the appropriate teaspoon amounts in a small ziplock bag and label.
4. Sodium. This nutrient is somewhat complicated as sodium is only one part of salt. For simplification purposes we will use salt as a representation of sodium. 1 teaspoon of salt = 6 grams but only 40% of that is sodium. To calculate the correct amount multiply the sodium content by 2.5.  
e.g.  $2400\text{mg} \times 2.5 = 6\text{grams}$  (1 teaspoon).  
Place the appropriate teaspoon amounts in a small ziplock bag and label.



## **INFORMATION SHEET 7 – Bus stop activity**

- 1)** Why are athletes used in advertising to influence or persuade us?
- 2)** What are some of the issues surrounding athletes promoting fast food or being sponsored by fast food companies?
- 3)** List some of the foods athletes eat for optimum performance.
- 4)** Using our knowledge of nutrition what are some of the reasons why athletes don't eat fast food?
- 5)** How can we determine if a food is 'healthy' or not?
- 6)** What foods do you consider are most appropriate for an athlete to promote or be sponsored by?



## **INFORMATION SHEET 8 – Survey information**

### **Question 1 example (dichotomous)**

Do you know that NZ and overseas athletes' are used to promote fast food?

Tally chart:

AGE BAND	MALE		FEMALE	
	Yes	No	Yes	No
10 – 20 years				
21 – 30 years				
31 – 40 years				
41 – 50 years				
<b>Total</b>				

#### **Possible graphing tools/analysis:**

- Pie graph
- Relationship with age and knowledge of question
- Relationship with gender and knowledge of question

### **Question 2 example (rating scale)**

It is ok for athletes to promote fast food through sponsorship.

Tally chart:

GENDER/AGE	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
Male 10-20 yrs				
Male 21-30 yrs				
Male 31-40 yrs				
Male 41-50 yrs				
<b>Total</b>				
Female 10-20 yrs				
Female 21-30 yrs				
Female 31-40 yrs				
Female 41-50 yrs				
<b>Total</b>				

#### **Possible graphing tools/analysis:**

- Pie graph comparing male/female opinions
- Histogram comparing opinions of two age groups
- Relationship with gender and opinions
- Relationship with age and opinions

### Question 3 example (rank order scaling)

Rank the following food items in terms of their appropriateness for athletes' to promote where 1 is the most appropriate and 5 is the least.

\_\_\_\_\_ Bananas

\_\_\_\_\_ Weet biscuits

\_\_\_\_\_ Kentucky Fried Chicken

\_\_\_\_\_ Nutritious grain

\_\_\_\_\_ Subway

TYPE OF FOODS	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5
Bananas					
Weetbix					
KFC					
Nutrigrain					
Subway					

Possible graphing tools/analysis:

- Pie graph for each type of food
- Compare each food and rank with the other foods

### Question 4 example (open ended question)

What is the 'Nutrition Information Panel' and where can it be found?

- Record individual answers on what the NIP is.
- Record individual answers on where it can be found.
- Compare answers against each other and draw conclusions.

## **INFORMATION SHEET 9 – Presentation plan template**

**Group name:** Aspiring Athletes

**Informa**

**Our group presentation is about** the Nutrition Information Panel on packaging

**Our presentation aims to show** where the Nutrition Information Panel; is found and what it means

Questions	PREPARE/PLAN
<b>What information needs to go on our presentation?</b>	<ul style="list-style-type: none"> <li>• Copies of an 'easy to read' NIP from different packets</li> <li>• Where the NIP is found</li> <li>• Definition of what the main features mean</li> <li>• Guidelines for label reading</li> </ul>
<b>What resources do we need for our presentation? Where will we get these from?</b>	<ul style="list-style-type: none"> <li>• NIP from different packets</li> <li>• Large cardboard for display</li> <li>• Sellotape, vivids, felts, cut out pictures etc.</li> </ul>
<b>How do we want it to look? (draft if needed)</b>	<ul style="list-style-type: none"> <li>• Bright, colourful, easy to read, not too much text.</li> </ul>
	TAKE ACTION
<b>Who do we need to ask about where our presentation is allowed to go? How will we ask them?</b>	<ul style="list-style-type: none"> <li>• Principal/office staff – put in office foyer (arrange a time to ask in person)</li> </ul>
<b>What are the steps we will take in making our presentation?</b> e.g. <b>Step 1 – Collect materials</b> <b>Step 2 – Allocate jobs</b>	Step 1 – Ask principal/office staff Step 2 – Collect materials/information for display Step 3 – Draft a plan of display Step 4 – allocate jobs for each group member to do Step 5 – complete jobs Step 6 – complete display Step 7 – present display to class, principal/office staff
	EVALUATION
<b>How will we ask people to evaluate our project?</b> e.g. email, post it box. <b>How will we evaluate our own project?</b>	<ul style="list-style-type: none"> <li>• Provide a post it box beside the display with pen and paper attached.</li> <li>• Reflect on what each individual/group has learnt through the unit and completion of their presentation.</li> </ul>
<b>What questions will we ask them?</b>	<ol style="list-style-type: none"> <li>1. What new information did you learn from our presentation?</li> <li>2. Will you change anything about how you choose what foods to buy? If so, what will you change and why?</li> </ol>

## **INFORMATON SHEET 10 – Rubric assessment**

### **Health assessment**

<b>Beginning</b>	<b>Developing</b>	<b>Competent</b>
Has difficulty in their use of the nutritional information panel to assess a foods' nutritional value.	Can read, analyse and appropriately use some of the nutritional information panel to assess a foods' nutritional value.	Is able to read, analyse and appropriately use the nutritional information panel to assess a foods' nutritional value.
Considerable support required in selecting a 'good food choice' using the nutrition information panel. Support also required in placing the food into one of the different food categories.	With some support is able to select a 'good food choice' using the nutrition information panel and can place this food into one of the different food categories.	Is confident in selecting a 'good food choice' using the nutrition information panel and can accurately place this food into one of the different food categories.
Requires support to identify and present an 'action' to support the nutritional knowledge and well-being of others.	Identifies an appropriate 'action' to support the nutritional knowledge and well-being of others. Presents identified 'action' with some clarity and accuracy.	Clearly identifies an appropriate 'action' to support the nutritional knowledge and well-being of others. Presents identified 'action' concisely and accurately.

### **Writing assessment**

<b>Beginning</b>	<b>Developing</b>	<b>Competent</b>
Limited structure included in text.	Text includes an introduction, paragraphs and conclusion.	Text is structured logically and confidently with the inclusion of an introduction, paragraphs and conclusion.
Limited evidence provided with arguments	Some arguments are clear with evidence provided.	Arguments provided are clearly and concisely written with evidence provided for each.
Support required in the use of persuasive language/phrases in the text.	A limited amount of persuasive language and/or phrases are included in the text.	Persuasive language and phrases are included throughout the text.
Limited/no subject specific vocabulary and information is used in the text.	Subject specific vocabulary and information is used in the text.	Subject specific vocabulary and information is used appropriately throughout the text.

### **Reading assessment**

<b>Beginning</b>	<b>Developing</b>	<b>Competent</b>
Support required in gathering, reading and interpreting written data for nutritional analysis.	Written data is gathered and efforts are made to read and interpret information effectively for nutritional analysis.	Gathers, reads and accurately interprets written data for nutritional analysis.

### **Maths assessment**

- Plan and conduct a survey investigating the opinions of a variety of identified groups.
- Determine appropriate variables and data collection method
- Accurately gather, sort, and display data in different ways.
- Analysis data and detect patterns and variations.
- Convey findings clearly and appropriately. **(assess all above)**

<b>Beginning</b>	<b>Developing</b>	<b>Competent</b>
Support required in planning and conducting survey.	Survey planned and effectively conducted.	Survey well planned and effectively conducted.
An appropriate method of gathering and sorting data is not evident.	Some evidence of appropriate data gathering and sorting.	Uses an appropriate method of gathering and sorting data.
Limited graphing elements are present and used appropriately in data displays.	A significant number of graphing elements are present and used appropriately in data displays.	All elements of graphing (eg. axis labels, numbering) are present and used appropriately in data displays.
Limited accuracy in detecting and recording data conclusions, patterns and comparisons.	Most conclusions, patterns and comparisons from gathered data are accurate.	Accurate conclusions, patterns and comparisons are detected and recorded from gathered data.
Communicating findings clearly and accurately is a challenge.	Findings are presented with some clarity.	Findings are clearly and appropriately presented.





# ADVERTISING FOOD TO CHILDREN BACKGROUND PAPER

April 2011

Prepared by Delvina Gorton  
National Nutrition Advisor

## INTRODUCTION

It has been postulated that this generation of children may be the first to be outlived by their parents.<sup>2</sup> Creating a less obesogenic and healthier food environment for children is therefore a key focus of population health interventions. One aspect of the obesogenic environment which is of primary concern is the undue influence on children from marketing of unhealthy foods. Controlling the extent and type of food advertising to children is key to support healthier food choices. This background paper therefore looks at the problem of advertising unhealthy food to children and possible solutions to address it.

*In 2005, children in NZ who watched television for two hours each day would see 7,134 advertisements for food over the year.<sup>1</sup>*

## THE PROBLEM

Marketing of unhealthy food to children has been associated with adverse health outcomes, and is considered part of the childhood obesity problem.<sup>3</sup> Children are developing their food preferences,<sup>4</sup> and marketing of unhealthy food adversely influences both preferences and consumption. Unhealthy childhood eating patterns are associated with risk factors for cardiovascular disease, such as type 2 diabetes, high blood pressure, and dyslipidaemia.<sup>5</sup> Longitudinal studies demonstrate that these risk factors, including overweight and obesity, can persist into adulthood and increase adult risk of cardiovascular disease.<sup>6 7 8</sup> Thus, childhood eating patterns can have both immediate and long-term health effects.

In economists' terms, children are not 'rational consumers'. That is, they cannot be expected to critically assess information and weigh up the future consequences of their decisions.<sup>9</sup> Generally, children under four years of age see advertisements as entertainment and cannot consistently differentiate between television advertising and programming.<sup>10 11</sup> Children under eight years of age do not understand the persuasive intent of marketing and cannot distinguish between information and persuasive material. Once a child reaches 10 to 12 years of age, the persuasive intent is understood, but sales techniques are not. Thus, children under the age of 12 years cannot be expected to have developed the cognitive skills to be fully media literate.<sup>12</sup> They therefore need protection from advertising messages that encourage behaviours detrimental to health.

Marketers, however, see children as an important consumer group because forming a bond with their product from an early age can create an important source of new customers in future.<sup>13</sup> Furthermore, children influence parents purchasing through 'pester power',<sup>3</sup> as well as having spending power of their own. A survey of high-school students in South Auckland found four out of five students spent money on food the previous day, with one in five spending more than \$10 on food.<sup>14</sup>

### Causes

Advertising and marketing of food is big business. It has been estimated that for every dollar the World Health Organization (WHO) spends on non-communicable disease prevention, the food industry spends US\$500

promoting processed foods.<sup>15 16</sup> In New Zealand in 2005, total advertising expenditure for fast food chains, restaurants and cafes was \$67 million. Total advertising expenditure on chocolate, confectionary and aerated drinks was over \$57 million.<sup>17</sup> A substantial amount of advertising money is being spent, and children are a significant focus of this spend. For example, in 2006, 44 food companies in the United States spent US\$1.6 billion advertising their products to children.<sup>18</sup> The amount of money invested in advertising of unhealthy foods, along with their price and availability, undermine public health messages to avoid or limit such foods.

Children see a substantial amount of television advertising. Virtually all homes in New Zealand with children have at least one television, and 27 percent of children have a television in their bedroom.<sup>19</sup> New Zealand children watch on average almost two hours of television each day.<sup>20</sup> During this time, they are exposed to a large number of advertisements for food and beverages. In fact, it has been calculated they would see 7,134 food advertisements over one year.<sup>1</sup> A comparison with 13 countries in 1999 showed that New Zealand had the third-highest rate of food advertising, the highest rate of confectionery and drinks advertising, and the second-highest rate of restaurant advertising (including fast food restaurants).<sup>21</sup>

It is well-recognised that many of the foods advertised to children are not healthy. In a landmark report, the Institute of Medicine (IOM) in the United States determined that food and beverage marketing is out of balance with dietary guidelines and contributed to an environment that puts the health of children and youth at risk.<sup>10</sup> From the evidence there appears to be a gross misalignment between what children may need nutritionally to maintain good health and what is being promoted. In 2005, 70% of advertising on New Zealand television during children's viewing time was for foods counter to improved nutrition.<sup>22</sup> Research indicates that children's food promotion is dominated by television advertising and that the majority of this is for pre-sugared breakfast cereals, confectionery, savoury snacks, soft drinks, and fast-food outlets.<sup>21 23 15 24 25</sup>

There is no doubt that children have been subjected to a high level of marketing for unhealthy foods. This leads to the important question of whether marketing of food to children influences behaviors. Intuitively, it seems logical that it must, or food companies would not invest so heavily in it (although there are debates around whether advertising expands the category or just encourages brand switching<sup>13</sup>). A comprehensive review of the literature for WHO identified that better designed studies were more likely to find exposure to food promotion impacted on, or was associated with, statistically significant changes in children's food preferences.<sup>3</sup> Seeing food advertisements led to an increased preference for unhealthy foods,<sup>26</sup> and greater levels of consumption of not just the branded foods but the food category.<sup>27</sup> In a study with pre-schoolers, children who had viewed television commercials for a food product were twice as likely to choose it over a similar non-advertised product, compared with the control group.<sup>28</sup> Children who had seen the advertisement twice had a greater preference for the product than children who had only seen it once, indicating a dose-effect response. Their food preferences reflected the advertisements they had seen.

Parents themselves report that their children are influenced by food advertising. In a nationwide survey of New Zealand parents and grandparents in 2007, just over half felt that their children's requests for particular food or drink products were 'moderately' or 'very' influenced by advertising, and most thought it influenced liking for particular products.<sup>29</sup> In food-insecure households, this has been noted as a particular issue, as it creates demand for higher-priced products.<sup>30</sup>

This influence of food advertising is supported by a World Cancer Research Fund and American Institute for Cancer Research review which found advertising of unhealthy foods and beverages to children shapes the choices of both children and their parents. They found a "... compelling justification for policies and actions that restrict or prohibit such advertising and marketing."<sup>31</sup>

Advertising not only influences preferences and choices, but may also influence amounts of food eaten. Five- to seven-year old children ate significantly more after watching food advertisements, even though the food

was presented without packages.<sup>32</sup> Within low-income households in the United States, the extent of children's exposure to food advertising was related to their total food consumption.<sup>27</sup> Similarly, food advertisements seen during a movie intermission led to greater consumption of snack foods compared to exposure to non-food advertisements in boys (but not girls).<sup>33</sup> The longer-term effect on consumption was quantified in a study at a holiday camp in Quebec. Five to eight year-old children who were not exposed to commercials chose sweet foods 13% less often and KoolAid 20% less often than children who were exposed to commercials for those foods and drinks.<sup>34</sup>

The long-term health effects of advertising unhealthy food to children are more difficult to prove. However, the IOM review found statistically strong evidence that television advertising is associated with overweight or obesity in children, although it is possible there could be additional confounding which has not been accounted for.<sup>10</sup>

### Impact on heart health

A cardio-protective dietary pattern is associated with lower cardiovascular morbidity and mortality.<sup>35</sup> However, current advertising is more reflective of a dietary pattern associated with an increased risk of obesity and dental caries in childhood; and cardiovascular diseases, type 2 diabetes and cancers in adulthood.<sup>36</sup>

Research shows that the process of cardiovascular disease can begin in childhood and progress throughout the lifespan.<sup>37 38</sup> This evidence is available from studies such as the Bogalusa Heart Study, in which one-quarter of children aged 5 to 10 years had high blood pressure, elevated cholesterol, or other early warning signs for heart disease.<sup>39 40</sup> This puts children at increased risk of developing cardiovascular disease in adulthood.<sup>6</sup> The Cardiovascular Risk in Young Finns Study found a relationship between risk factors in adolescence and measures of atherosclerosis in adulthood.<sup>37 41</sup> This effect was independent of risk factors for cardiovascular disease present in adulthood. Thus, childhood is a key time to intervene to prevent heart disease.

There is increasing evidence that marketing of unhealthy food contributes to obesity and chronic disease such as heart disease. Protecting children from this influence is a high priority if we are to reduce the future burden of obesity and chronic disease.<sup>42</sup> Twenty-nine percent of children in New Zealand aged 2-14 years carry excess body weight.<sup>43</sup> For 40-80 percent of these children, their excess weight will continue into adulthood.<sup>44</sup> This excess body weight promotes an adverse cardiovascular and metabolic profile from early in life.<sup>45</sup> Cardiovascular disease remains the leading cause of death in New Zealand, responsible for more than 40 per cent of all deaths. Progress has been made, however, and mortality from cardiovascular disease has been steadily decreasing since the late 1960s. However, as the effects of increasing rates of overweight and obesity manifest in long-term health outcomes, it is predicted that rates of cardiovascular disease will once again begin to rise.

### Public health significance of the issue

A fundamental public health principle is to create environments that support healthy choices, a principle enshrined in the Ottawa Charter.<sup>46</sup> As advertising encourages preference for and consumption of less healthy foods, it is helping create an environment that supports unhealthy choices, making it a significant public health issue.

Restriction of advertising of unhealthy food to children is supported by the United Nations Convention on the Rights of the Child. The Convention stipulates the conditions essential for children's health and wellbeing, and for protection from harm. Whilst it is important to consider all the Articles in the Convention as a whole due to their interconnectedness, there are some that are particularly pertinent. Article 3 gives primary consideration to the best interests of the child. Therefore, the priority in this issue must be what is in a child's best interests. In relation to advertising, Article 17 affords protection to children from information and material injurious to wellbeing. Where unhealthy foods are promoted, this can be considered detrimental to

health. Article 24 states children's right to "the highest attainable standard of health". Advertising of unhealthy food to children is contrary to the intention of this Article.

Article 13 of the Convention addresses children's rights to receive information, and is frequently used to support continued advertising to children. However, the second part of this Article allows this right to be restricted in order to protect public health, which is the purpose of restricting advertising of unhealthy food to children.<sup>47</sup>

## POSSIBLE SOLUTIONS

Internationally, consideration has been given to principles for protecting children from advertising of unhealthy foods. In 2008, the Sydney Principles were published by the International Obesity Taskforce.<sup>48</sup> These principles took a rights-based approach to protecting children from the marketing of obesogenic foods and drinks. They state that any actions to reduce advertising to children should support the rights of children, afford substantial protection, be statutory in nature, take a wide definition of commercial promotions, guarantee commercial-free childhood settings such as schools, include cross-border media, and be evaluated, monitored and enforced.

The WHO has also developed and endorsed a set of recommendations on the marketing of food to children, through the World Health Assembly. WHO Member States are encouraged to adopt the recommendations<sup>5</sup>, and the Heart Foundation endorses their full implementation within New Zealand. Their intention is to reduce the impact of marketing of foods high in saturated fat, trans fat, sugar, and salt on children, and to reduce the exposure of children to marketing, as well as its power. Amongst the WHO recommendations are that clear definitions be set on the foods and aspects of marketing covered; settings where children gather should be free from all forms of advertising of unhealthy foods; and that government should take ownership of the issue and be responsible for setting standards, monitoring compliance and evaluation.

There are two main approaches to placing controls on advertising to children: regulation by government, or self-regulation by industry. An alternative approach is co-regulation, which involves a self-regulatory approach within a legislative framework.<sup>49</sup> Government-approved self-regulation is the most common approach globally, but statutory measures are increasingly common.<sup>50</sup> Well-functioning self-regulatory systems have a specific code for advertisers to follow, and effective monitoring and compliance.<sup>51</sup> Eight standards have been proposed that are necessary for self-regulatory approaches to be effective.<sup>52</sup> These include transparency, meaningful objectives and benchmarks, accountability and objective evaluation, and oversight. These standards should be a feature of any self-regulatory approach.

### The New Zealand approach

The approach taken in New Zealand has been for industry self-regulation. The main self-regulatory code is the Advertising Standards Authority (ASA) Children's Code for Advertising Food (Children's Food Code) introduced in 2010. Free-to-air television broadcasters have additional voluntary rules to supplement this through the ThinkTV 'Advertising on television: getting it right for children', with a revised version introduced in 2011.

The Children's Food Code provides comprehensive guidelines for advertising of food and drinks to children aged up to 14 years, and a duty of care to those aged 14-17 years. It requires advertisers to demonstrate a high degree of social responsibility in their advertising to children, and compliance must be with the spirit and intent of the Code, not just its specific principles. As the impact of the Code has not been evaluated, it is difficult to make judgments on its effectiveness. The impression of the ASA is that it has created an awareness amongst industry that a responsible approach has to be taken outside of targeted children's programming as well as in other mediums children may be exposed to, and has led to more moderate claims, fewer over the top claims, and a shift of advertising out of children's programming time (due to the ThinkTV code).<sup>53</sup>



Prior to the introduction of the Children's Food Code, concerns were expressed about the consistency of the ASA's decisions on complaints relating to advertisements for unhealthy foods aimed at children, the screening out of complaints by the Chair (whereby the complaint is rejected prior to it being heard by the Board), and the reactive nature of the process whereby advertisements can screen for some time before a decision is made and the advertisement withdrawn.<sup>47</sup>

The ThinkTV Code places restrictions around advertising during children's programming time. No advertising is allowed during pre-school children's programming times, and restricted levels of advertising are allowed during school-age children's programming time. Furthermore, food can only be advertised if it is classified as healthy using the Food & Beverage Classification System or FSANZ nutrient profiling system. This has the benefit of capturing all food advertisements, and not just those that have significant appeal to children. It seems obvious that advertisements that are not specifically aimed at children still have potential to influence them. The impact of the first version of the Code was assessed by the Commercial Approvals Bureau. They state that in its first year, the proportion of food and beverage advertisements able to be screened during children's programming times decreased from 90% to 12%.<sup>54</sup>

All advertisements to be screened on television require pre-approval by the Commercial Approvals Bureau. They are scrutinised to ensure they comply with the Advertising Codes of Practice, including the Children's Food Code, and where applicable the ThinkTV Code. However, it is unclear how rigorous this pre-vetting process is. This stage is particularly important because the system past this point relies on a complaint being made to the ASA. Review of the complaints made to the ASA in 2010 reveal that none were in relation to the advertising of unhealthy food to children.

### **Effectiveness**

There have been various estimates of the predicted effect on childhood obesity of restricting advertising of unhealthy foods. An analysis in the United States estimated that banning advertising of unhealthy food on television would reduce the number of children who are overweight by 10%.<sup>13</sup> An even greater effect was estimated from longitudinal youth survey data in the US, where an 18% reduction in overweight children was predicted if television advertising of fastfood restaurants were banned.<sup>55</sup> Other analyses by the Global Alliance for the Prevention of Obesity reported that halving advertising of unhealthy foods to children would reduce obesity by 3.2% in this age group.<sup>reported in 56</sup> Contrary to this, an Australian Government report concluded it is unlikely that restricting advertising to children would significantly address prevalence of childhood obesity, although the level of effect was not quantified.<sup>57</sup> However, the report rates the likelihood of success for any of the assessed policy interventions to prevent childhood overweight as low or unknown. They state this may be due to the inherent challenges of reducing childhood overweight, ineffective interventions, and/or lack of robust evaluation.

### *Self-regulation versus regulation*

Of key interest is whether a self-regulatory (voluntary) or regulatory approach is more effective at controlling marketing of unhealthy food to children. Preference for self-regulation may be more related to economic and legal considerations than to evidence for the most effective approach.<sup>13</sup> Currently, we do not know the effectiveness of self-regulation in New Zealand, and there is urgent need for research to assess this, and for ongoing monitoring.

Over the Tasman, the Australian Food and Grocery Council introduced the Responsible Children's Marketing Initiative in January 2009, to which it has 17 signatories.<sup>58</sup> The self-regulatory code has been associated with a reduction in advertisements of non-core foods from 3.4 per hour in 2007 to 3.2 in 2009. This reduction was due to less non-core food advertising by signatory companies. The use of persuasive techniques to advertise non-core foods also reduced in signatory companies (from 1.0 to 0.6 per hour), but were still used more often

than by non-signatory companies (0.4 per hour). While there is scope to improve for signatory companies, the main limiting factor of this particular code appears to be the limited number of companies who have signed up to it.

Spain has a voluntary, self-regulatory code for food advertising that targets children, launched in 2005. Independent assessment of compliance with the code found that half of advertisements did not comply.<sup>59</sup> Levels of non-compliance were similar between companies that were signatories to the code and those that were not (one-quarter of advertisers were not signatories). Given their findings, the paper's authors question the usefulness of the code and propose that statutory regulation is needed.

Two examples of countries or regions who have taken a regulatory approach are the United Kingdom and Quebec in Canada. The United Kingdom banned advertising of unhealthy food on children's television channels. It has been estimated this has resulted in a shift from 22% to 33% of all food and drink advertising being for healthier foods, and children seeing 37% fewer advertisements for unhealthy foods.<sup>60</sup>

Quebec has perhaps the strongest restrictions on advertising, as it covers all forms of marketing and considers the nature, purpose, manner, time and place of advertising.<sup>61</sup> An evaluation after the ban was introduced in the 1980s found that households exposed to less advertising had purchased less sugary breakfast cereals, although family size and cereal box size were not considered.<sup>62</sup> A recent comparison between children in Quebec and Ontario, where different policy environments exist, found children in Quebec saw a similar level of food and beverage advertising on television, albeit not directed at children, during their preferred viewing times.<sup>63</sup> However, the advertising ban had influenced the types of food categories advertised, and the advertising and promotional techniques used. In Quebec, there were significantly fewer advertisements for candy and snacks, and children were less likely to be targeted in advertisements. Despite the ban, up to 30% of advertisements in Quebec were still judged to be targeted at children. This demonstrates the need for a robust monitoring system to ensure compliance in both regulatory and self-regulatory approaches.

Hawkes notes that while self-regulatory systems can control advertisements that are blatantly misleading, deceptive, or exploitative; they cannot control the "onslaught of food promotions aimed at children".<sup>51</sup> That is, they cannot control the amount and location of promotions targeting children. Further, they cannot control advertisements that employ creative or emotional techniques and build brand power over cumulative viewings. In other words, Hawkes says, "self-regulation cannot prevent marketing that works".<sup>51</sup> However, she suggests that any self-regulatory approach should focus on the cumulative effect of all marketing and promotional activities across all locations which advertise food to children. The WHO has also recommended that both exposure and power of marketing should be addressed, either simultaneously or in a stepwise approach.<sup>5</sup> Exposure covers when, where, to whom and for what marketing will/will not be permitted. Power relates to restriction of marketing techniques that are particularly powerful. It is apparent that any solution to restricting advertising of unhealthy food to children must include mechanisms to address the 'barrage' of advertising through various mediums and locations.

Other than a regulatory or self-regulatory approach, effectiveness of restrictions on advertising to children also depends on factors such as the forms of advertising covered, how children are defined, when the restrictions apply, and how foods are defined as healthy or not healthy. These aspects are discussed in turn.

#### *Forms of advertising*

Restricting advertising of unhealthy food to children is likely to reduce the number of food advertisements that children see for unhealthy foods which are aimed at them. However, they will still be exposed to other aspects of the marketing mix such as branding, point-of-sale, and packaging.<sup>64</sup> The scope of advertising and promotions that restrictions apply to therefore needs to be considered, as discussed above.

Restricting one avenue of advertising, without consideration of other means of promotion, may only serve to shift where and how unhealthy foods are promoted. This has been demonstrated with restrictions on alcohol and tobacco advertising where viral, guerilla and stealth advertising have been used to circumvent advertising restrictions.<sup>61</sup> Other mediums for advertising of food to children include product placement in movies or television shows, radio, in-store promotions, packaging promotions, magazines, sports sponsorship, school promotions, print and billboard advertisements, branded clothing or toys, viral marketing, use of mobile phones for advertising and downloads, brand mascots, social media, websites, advergames, webisodes, and buzz marketing (targeting the 'cool kids' who influence others).<sup>3 65 66</sup> These avenues are likely to become increasingly influential as children's media habits change. Whilst the ASA Code covers a wide range of advertising, it does not include advertising through media such as websites or food packaging. The ThinkTV Code was specifically developed for free-to-air television and therefore does not cover other media.

Other than paid advertising on television, food and beverages are also often used within television programmes. An assessment of the eight highest rating programmes for children over a three-week period in 2008 revealed an average of 12.4 food and beverage episodes every 15 minutes of viewing time.<sup>67</sup> Two-thirds of the food and beverages shown were classified as less healthy. Viewing nutrition content within television programmes has been shown to significantly affect girls' knowledge, behavioural intention, and attitudes towards food.<sup>68</sup> Whilst difficult to control, some countries such as the United Kingdom do have restrictions on product placement.

#### *Definition of children*

The age of children and youth covered by restrictions is another area of debate that will impact on effectiveness. According to the IOM review, there is strong evidence that television advertising influences short-term consumption of children under 12 years of age, and moderate evidence that it influences usual dietary intake of 2-5 year olds. There was insufficient or weak levels of evidence for the effect in other age groups, and weak evidence that usual dietary intake of adolescents was not influenced.<sup>10</sup> Therefore, there is less evidence to support restricting advertising to youth over 12 years of age.

The ASA define children as under 14 years of age in the Children's Food Code. However, the United Nations Convention on the Rights of the Child defines children as 18 years of age and under. Thus, ethically, children and youth up to 18 years of age should be included in the definition, but the scientific evidence to support that approach is not currently available.

Regardless of the age of children to which restrictions apply, they will still see advertisements that are not specifically aimed at them, and which may be equally influential. It is worth noting that experience in other countries has shown that advertising bans can easily be side-stepped by aiming advertising at people other than children.<sup>57</sup> Thus, the intention of the advertisement must also be a consideration.

#### *Timing of restrictions*

A strength of the ASA Code is that it applies at all times and does not specify restrictions only in relation to children's programming times, as is often done internationally. However, the ThinkTV code does only apply during children's programming times. Children's programming times and viewing times can be quite different. Children's viewing peaks at 7.30pm, when one-quarter of children are watching television,<sup>20</sup> but this is well outside of children's programming times. One-fifth of children are still watching television at 8.30pm. A representative survey of 604 children by the Broadcasting Standards Authority in 2007 found even higher figures: 31% of 6-13 year olds were still watching television at 8.30pm on a school night, and 51% were still watching at 8.30pm on a Friday night.<sup>19</sup> In 2008, of the eight highest rating programmes for children, only three of them were specifically children's programmes.<sup>67</sup> Thus, if restrictions on advertising apply only during children's programming it is not likely to be an effective approach, and would be better if also applied to

children's peak viewing times. The effect of this would be that the ASA Code would continue to apply at all times, but alongside this, the ThinkTV code would not allow advertising of unhealthy food at all during children's programming and peak viewing times, and would restrict the number of advertisements able to be shown while children are watching (in the case of peak viewing times, this restriction could apply only in relation to food advertisements rather than all advertisements).

#### *Classification of healthy foods*

If restrictions are placed on advertising unhealthy foods to children, there needs to be clear definition of what healthy food is. This relies on a nutrient classification or profiling system. The ASA code does not specify how healthy/unhealthy foods are defined, other than that they are unhealthy if high in fat, sugar, or salt. This introduces a level of subjectivity. It should be noted that the ThinkTV Code uses a two-tiered classification system utilising both the Food & Beverage Classification System and FSANZ nutrient profiling system. If foods are classified as an occasional food under the Food & Beverage Classification System, they are then run through the FSANZ nutrient profiling system to check if they are still classified as unhealthy.

Similarly to the ASA code, the Australian Food and Grocery Council self-regulatory initiative does not define healthy foods. They stipulate that signatory food companies must not advertise foods to children that do not "... represent healthy dietary choices, consistent with established scientific or Australian government standards".<sup>69 70</sup> Signatories to the initiative have used existing classification systems such as the Australian version of the Food & Beverage Classification System for schools, the Heart Foundation Tick criteria, or have developed their own classification systems. An analysis of food company's own classification systems revealed that they vary widely between companies and were generally more lenient than the Food & Beverage Classification System, Tick criteria, and Food Standards Australia New Zealand nutrient profiling tool.<sup>69</sup>

For New Zealand, it is recommended that a single, robust nutrient profiling system, such as the FSANZ tool, is used to determine if a food can be advertised to children. The system used should be on advice from the MOH. Having a consistent classification would enhance effectiveness of the system, provide greater clarity for the food industry, and could be used for monitoring purposes.

#### **Cost-effectiveness**

The ACE-Obesity cost effectiveness analysis conducted in Australia was a large project comparing the cost-effectiveness of various public health interventions to reduce obesity. It found that reducing advertising of junk food to children on television was an extremely cost-effective way to reduce excess body weight.<sup>62</sup> Of the 13 interventions assessed, it was the most cost-effective intervention to reduce childhood obesity. The BMI change calculated per child was small (0.17 BMI), but on a population level, the intervention would have wide reach, and small changes can make a large difference. The gross cost per BMI unit saved was AU\$0.33, and \$3.70 per disability adjusted life year saved. The potential savings in healthcare costs were AU\$300 million, making it a highly cost-effective intervention.

#### **Suitability for New Zealand**

Parents and grandparents in New Zealand expect the appropriate authorities to protect children.<sup>42</sup> As part of the Chronic Disease Prevention Peak Group, the Heart Foundation commissioned research in 2007 which showed that a large majority of New Zealand parents and grandparents would like to ban television advertising which promotes unhealthy food and beverages to children.<sup>29</sup> Eighty-two percent of the 401 survey respondents agreed or strongly agreed that advertising unhealthy products "using ads appealing to children" should be stopped. This demonstrates the strong consumer demand for protection of children from advertising, and that New Zealanders are very much in favour of regulation in this instance.



To ensure that the level of protection expected is being afforded by the current self-regulatory system, there needs to be independent and ongoing monitoring and evaluation of effectiveness in restricting advertising of unhealthy food to children by the government. This monitoring should examine at a minimum the volume of advertising of food to children, the amount of advertising which is for food which is classified as unhealthy, and when and where it is shown. Furthermore, any relevant independent research should be fed into strengthen the system.

There are also amendments to the system that are likely to increase effectiveness. These include a stronger system of pre-vetting if deemed necessary; immediate withdrawal of advertisements until the complaint is heard if a *prima facie* case is made; stronger compliance incentives and penalties; use of one robust nutrient profiling system in both Codes; coverage of all advertising mediums including websites and food packaging; and expanding restrictions in the ThinkTV code to cover children's peak viewing times (rather than just children's programming times). The Codes should also be reviewed to ensure consistency with the WHO recommendations on advertising of unhealthy food to children.

Current situation	Suggested improvements
Any food advertisements with significant appeal to children must comply with the ASA Children's Food Code (in essence, if the food is unhealthy it must be responsibly marketed)	<ul style="list-style-type: none"> <li>• Extend to complete coverage of all forms of advertising including websites and food packaging</li> <li>• Immediate withdrawal of advertisements if a complaint with a <i>prima facie</i> case is made</li> <li>• Stronger sanctions and incentives for compliance</li> <li>• Use a robust nutrition profiling system to determine if a food is healthy or not</li> </ul>
Any advertisements on TV2, TVNZ7, and TV4 during children's programming times can only be for healthy food	<ul style="list-style-type: none"> <li>• Extend to cover children's peak viewing times</li> <li>• Use one nutrient profiling system for pre-vetting (the same as used in the ASA code)</li> </ul>
All advertisements on television are pre-vetted by the Commercial Approvals Bureau	<ul style="list-style-type: none"> <li>• Strengthen the pre-vetting process and provide greater clarity around it</li> <li>• Pre-vet marketing campaigns as a whole, not just television advertisements</li> </ul>
No evaluation or monitoring of advertisements aired for compliance with the Codes	<ul style="list-style-type: none"> <li>• Government to implement independent and ongoing evaluation and monitoring of marketing of food and beverages to children. At a minimum this should include the volume of advertising, timing, repetition, compliance with the codes, media used (placement), and use of persuasive techniques.</li> </ul>

## CONCLUSION

Food advertising can and does influence children's eating habits – their food preferences, food requests, choices, and consumption. Restricting advertising and promotion of unhealthy foods to children is an important step to improve the food environment for children. Children are at a vulnerable life-stage where they are developing food preferences. Their food preferences and choices impact on both current and future health. Furthermore, depending on their age children may not be able to discern advertisements from fact, nor the persuasive nature of advertising. Children watch a substantial amount of television and are exposed to high volumes of advertising, both from television and other advertising media. Restricting advertising of unhealthy food to children has been assessed as a highly cost-effective intervention to help reduce childhood obesity. It is an important part of a multi-faceted approach that is necessary to provide children with a food environment that supports health. The current self-regulatory codes in New Zealand have not been independently evaluated for their effectiveness in restricting advertising of unhealthy food to children, and this is a priority and the role of government. If monitoring and evaluation identifies the Codes are not being effective, an additional layer of government regulation will be required alongside self-regulation in order to achieve the end goal of protecting children from advertising of unhealthy food aimed at them.

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