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| **Overview of Lesson:**Fad Diets- part 11. Lesson preview/ warm up activity
2. Review of previous topics
3. You tube clip – Part 1
4. Discussion on fad diets – what they are, why are they bad
5. Activity – before and after diets
6. You tube clip – Part 2
7. Conclusion
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| **Year level:** Year 9Level 6 VELS | **Topic:**Fad Diets (Part 1)(with a review of previous topics: nutrition, exercise and obesity.) | **Resources:*** Teachers notes.
* You tube clips:
* <http://www.youtube.com/watch?v=zlcDDHSU7ns&feature=relmfu>
* <http://www.youtube.com/watch?v=tUK8OakVWvE&feature=relmfu>

**Equipment:*** Data projector.
* Laptop.
* A collection of women’s magazines.
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| **AusVELS Focus:****(See Curriculum tab)** | **Lesson Duration:**2 Periods (100 minutes) | **Learning Intentions:*** To revisit previous topics – Nutrition, exercise and obesity.
* To introduce students to fad diets..
* To equip students with the skills to evaluate diet claims.
* To enable students to makes sensible dieting choices.
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| **Links to students prior knowledge and experiences:**At year 9 level it is expected that students have at least a basic knowledge about fad diets, if they haven’t tried them themselves they may have family who have. | **Assessment/ feedback strategies.*** Class discussions and student input.
* Walking around the class to gauge student participation.
* Asking questions of students who do not seem engaged.
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| **Room set up:** | * Students tables and chairs facing the board.
* White board and markers.
* Learning intentions and todays activities written on board.
* Data projector and laptop set up and ready.
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| **Lesson Sequence:** | **What do I expect to see students doing to indicate thinking and learning?** | **Time** |
| **Phase 1: Engaging the learner:*** As a class discuss and list on board ideas of what a diet is and any good or bad aspects of dieting.
* Ask students how these link to the nutrition and obesity class?
* Talk about the students will learn in this topic.
 | * Students contributing to the discussion and offering ideas.
* Students showing evidence of previous health topics.
 | 10 min. |
| **Phase 2: Exploring:*** Introduce the 3 Youtube clips the students will be viewing during this topic and why.
* Show first clip.
* <http://www.youtube.com/watch?v=zlcDDHSU7ns&feature=relmfu>
* Write set of questions on board.
	+ What size does Michelle currently wear
	+ What condition does the doctor say Michelle’s body is in?
	+ What dangers does the doctor warn Michelle about?
	+ What size does Michelle want to get down to?
	+ How long will it take?
* Discuss the questions.
 | * Students will be paying attention to the Youtube clip and taking notes.
	+ This series of clips follows the journey of a British journalist as she tries to lose 2 dress sizes (from a size 10 to a 6) over a period of 2 weeks.
 | 15 min. |
| **Phase 3: Explain:**Teacher presentation:* Fad diets are those which promise quick weight loss over a short period of time.
	+ often endorse expensive creams or supplements.
	+ are not based on a nutritionally balanced diet.
	+ claim they are suitable for everyone, regardless of age or sex.
	+ target people who are vulnerable
* Research shows us that the best results for permanent weight loss is to eat a nutritionally balanced diet and exercise.
* Fad diets such as 'The grapefruit diet' and the 'Hollywood 48 hour miracle diet' promise much and deliver little. (Prompt students to suggest others).
* Body stores extra fat as it believes that it is being starved, weight loss is a loss of water not fat.
* It is believed that fad diets make the body’s metabolism slow down even more to conserve energy which results in greater weight gain when a normal diet is resumed.
 | * Students will be taking notes and asking questions to clarify their understanding.
 | 15 min. |
| * Fad diets are dangerous because:
	+ they limit certain food groups.
	+ do not contain a balance of nutrients.
	+ do not provide enough kilojoules to meet the bodies daily needs.
	+ do not encourage enough physical activity.
	+ do not plan for weight loss over a long period of time.
	+ does not address behavioural problems.
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| **Phase 4: Elaborate:**Introduce activity:Students (in teams) are to collect before and after photos of celebrities who have been on a fad diet. * Are they on another diet?
* Why are they on a diet?
* Do they want to lose weight for health reasons or because of society’s expectations?
* Do they look better before or after the diet?
* Are they healthier before or after the diet?
 | * Students will be making posters using women’s magazines.
	+ This activity will reinforce the idea that movie and music stars are constantly under pressure to lose weight even though they may be in the healthy range.
	+ This activity will show that losing weight does not necessarily lead to body perfection.
 | 30 min. |
| **Phase 3: Explore:**Class discussion on what the students found out during the activity. List on board.Play second Youtube clip: <http://www.youtube.com/watch?v=tUK8OakVWvE&feature=relmfu>Questions on board:* What is Michelle's food plan for the next two weeks?
* What will be her average calorie intake? What should she be taking in?
* How is the maple syrup diet dangerous?
* What are the mental dangers associated with extreme diets?
* What are the emotional/mental effects Michelle is experiencing?
 | * Students would participate in the discussion. They would offer their findings and listen to other student’s findings.
 | 15 min. |
| **Conclusion:**Reiterate important parts of this class.Inform students of plans for next class – being an assessment task. | * Students listening and making any final notes.
 | 5 min |