|  |  |  |  |
| --- | --- | --- | --- |
| **Overview of Lesson:**  Fad Diets- part 1   1. 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 | | | |
| **Year level:**  Year 9  Level 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. | |
| **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. | |
| **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. | |
| **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. | |
| **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. | |  |  |
| **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 |