A resource for teaching and learning about

**Health & Wellbeing**
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- Food Standards Australia New Zealand: food labelling poster
- Fox Symes and Associates: online credit interest calculator
- Luisa La Rocca: "Weighing it up" graphic
- The Age newspaper articles:
  - Chips are stacked against healthy diet for children, Lucy Beaumont 20/06/2004
  - Boys succumb to image ideal, David Rood, 27/03/2003
  - Skin cancer alert as solarium use soars, Kenneth Nguyen, 30/04/2004
- The Illawarra Mercury article:
  - A real glass act, Jessica Hough, 04/02/2004
- Sydney Morning Herald, Health & Science Section article:
  - Eat the Rainbow, Paula Goodyear, 22/07/2004
- 'What are the odds: Understanding the risks education kit’, Sue
- Thompson, Powerhouse Museum, 2004
- The McGill International Centre for Youth Gambling Problems and High Risk Behaviours

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In 2004, Consumer Affairs Victoria (CAV) launched its Consumer Education in Schools program with resource books for teachers of Years 9-11 Commerce, English and Mathematics, as well as a website and a new Consumer Challenge competition. In 2005, two new cross-curricula books were added to the resources, ‘Health & Wellbeing’ and ‘Consuming Planet Earth’.

The aim of the Health & Wellbeing resource is to encourage students to develop the knowledge, skills and behaviours which will enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. Consumer and financial choices in the marketplace can play a significant role in a person’s mental and physical wellbeing. For instance, not having a spending or savings plan can result in incurring unsustainable debt which in turn, can lead to negative and damaging behaviours.

The activities in Health & Wellbeing focus on investigating issues ranging from lifestyle choices to how social and environmental influences play a crucial role in the lives of individuals and groups in the community. Students are directed to valid and credible sources of health information, and encouraged to investigate and critical analyse what they read, see and hear.

Health & Wellbeing is designed to meet a variety of different needs and each unit can be used as a stand alone, independent resource.

There is broad coverage of different aspects of health & wellbeing, including sections on:
- making informed choices
- developing consumer skills necessary for health and independence
- nutrition and body image
- promoting physical activity

The material is designed to support the teaching of health, home economics, physical education, food technology, human development and personal development and to meet CSF Learning Outcomes at Levels 5 and 6. However, the worksheets may be adapted to meet the needs of VCE and VCAL students or, school leavers who are continuing their life skills education in other contexts.

Other resource books are available for teachers of English, Commerce and Mathematics. In addition, a cross-curricular resource, ‘Consuming Planet Earth’, addresses the impact of consumers on the environment. Teachers may find suitable exercises and activities in more than one handbook. For instance, activities relating to the influence of print and electronic advertising on consumer spending can be found in Commerce, English, ‘Health & Wellbeing’ and ‘Consuming Planet Earth’.

Consumer Affairs Victoria may be able to send a Community Education Officer to speak to student groups at your school. For more information call (03) 8684 6463.

Gamblers Help Services may also be able to provide a community educator to speak to your students. For more information, contact your local service via Gamblers Help Line on 1800 858 858.
The Victorian Essential Learning Standards are structured around the knowledge, skills and behaviour all students from P-10 should acquire in three core, interrelated strands of essential learning: Physical and Social Learning; Discipline-based Learning; and Interdisciplinary Learning. These three components are viewed as essential to prepare students for a rapidly changing and globalised world in which they have the capacity to:

– manage themselves as individuals and in relation to others
– manage the world in which they live and
– act effectively in that world

The Learning Standards require an interwoven approach to curriculum across the three strands of essential learning and this is reflected in the Health & Wellbeing book. While much of the content belongs in the Physical, Personal and Social Learning strand and aims to develop knowledge, skills and behaviours in the Health and Physical Education domain, many of the student activities are designed to develop the cross-curricula skills that form part of the Interdisciplinary Learning strand and aim to develop skills in the Thinking, Communication, Information and Communications Technology, and Design, Creativity and Technology domains.
# Victorian Essential Learning Standards

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<td></td>
<td>Managing personal learning</td>
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</tbody>
</table>

Note: Where there is no activity in a particular Domain eg. Humanities (History), then that Domain and its associated Dimensions, have not been included in the above grid.
# Links to Victorian Certificate of Applied Learning (VCAL)

<table>
<thead>
<tr>
<th>SECTION AND WORKSHEET</th>
<th>LITERACY</th>
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<td>WORKSHEET A2: Making healthy food choices!</td>
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<td>WORKSHEET A3: Fresh, frozen or take – away?</td>
<td>R&amp;W – PP, K</td>
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<td>WORKSHEET A5: Does advertising influence our choices?</td>
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<tr>
<td>WORKSHEET A6: TV advertising!</td>
<td>R – SE, K, W – PD, PP</td>
<td>IS</td>
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</tbody>
</table>

| SECTION B. Towards independence |           |          |                             |
| WORKSHEET B1: Healthy body, healthy mind, happy relationships | R&W – K | |                             |
| WORKSHEET B3: Want it...Need it...Must have it? | W – PD, PP, R – K, PP | IS, PO |                             |
| WORKSHEET B5: Supermarket persuasions | W – PP, K OC – PP, K | IS, PO |                             |
| WORKSHEET B7: What should the label say? | R – PP, K | IS |                             |

**Notes:**
1. The activities align to the learning outcomes listed but may not cover all the assessment criteria. Please check the relevant Curriculum Planning Guide to ensure all assessment criteria are covered.
2. The VCAL level is not named for each Unit or worksheet. Most can be modified for use at the different VCAL levels from Foundation through to Senior, with a major difference being the level and amount of assistance, support and guidance given to the learner.
## Links to Victorian Certificate of Applied Learning (VCAL)

<table>
<thead>
<tr>
<th>SECTION AND WORKSHEET</th>
<th>LITERACY</th>
<th>NUMERACY</th>
<th>PERSONAL DEVELOPMENT SKILLS</th>
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<tbody>
<tr>
<td>SECTION B. Towards independence continued</td>
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<td>WORKSHEET B8: Labelling for life</td>
<td>R&amp;W – PP, K</td>
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<td>SECTION C. Nutrition and body image</td>
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<td>WORKSHEET C1: What should we eat?</td>
<td>W, R – K, PP</td>
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<td>WORKSHEET C2: Healthy eating for a healthy body!</td>
<td>W – PP, K, PD R – K</td>
<td>IS, PO</td>
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<tr>
<td>WORKSHEET C3: All about body image!</td>
<td>R – K, W – PD, PP OC – EI, K</td>
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<tr>
<td>WORKSHEET C4: Looking the part!</td>
<td>W – PD OC – EI</td>
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<td>WORKSHEET C5: Being sun smart: is your tan really worth it?</td>
<td>W, R – K</td>
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<td>SECTION D. Promoting physical activity</td>
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<td>WORKSHEET D1: Changing times!</td>
<td>OC – PP, W – PP</td>
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<td></td>
</tr>
<tr>
<td>WORKSHEET D2: Be healthy, get active!</td>
<td>R – PP, W – K, PP OC – K, EI</td>
<td>PO</td>
<td></td>
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<tr>
<td>WORKSHEET D3: Taking the first step!</td>
<td>R&amp;W – PP</td>
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<tr>
<td>WORKSHEET D4: Fit consumers are smart consumers!</td>
<td>W – SE, PP, K OC – PP</td>
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<tr>
<td>SECTION E. Responsible gambling</td>
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<tr>
<td>WORKSHEET E2: Problem gambling and individual health</td>
<td>OC – E1, W – PP, K,</td>
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<tr>
<td>WORKSHEET E4: Building resilience to problem gambling</td>
<td>R – K, W – PP</td>
<td>PO</td>
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<tr>
<td>WORKSHEET E5: Getting help</td>
<td>W – PP, R – K</td>
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</tbody>
</table>

Most Learning Outcomes in PDS Units 1 and 2 would be covered, especially if students work in pairs or small groups on some of the activities in order to cover the team work and leadership Learning Outcomes for PDS Unit 1.
Links to the Victorian curriculum

**VCE Health and Human Development**

The activities in this resource book can assist students to meet the following outcomes:

Unit 1  Outcomes 1, 2, 3
Unit 2  Outcome 1

**VCE Food and Technology**

The activities in this resource book can assist students to meet the following outcomes:

Unit 1  Outcomes 1
Unit 2  Outcome 1
Unit 4  Outcome 2
Thinking Curriculum

<table>
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<tr>
<th>Multiple intelligences</th>
<th>Consumer education activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal/linguistic</td>
<td>Letter writing, word searches, debates, role plays, interviews with consumers and traders, interpreting food labels and analysing advertising techniques.</td>
</tr>
<tr>
<td>Logical/mathematical</td>
<td>Problem-solving, surveys, analysing and interpreting statistics, calculating rates of interest (eg. the cost of credit cards) and preparing household budgets.</td>
</tr>
<tr>
<td>Visual/spatial</td>
<td>Maps, cartoons, board games, graphs, and the design of website material, posters and food packaging.</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Co-operative group work, discussions, interviews, group investigations on consumer awareness campaigns.</td>
</tr>
<tr>
<td>Intrapersonal intelligence</td>
<td>Reflective journals, self-assessment and setting personal goals.</td>
</tr>
<tr>
<td>Bodily/kinaesthetic</td>
<td>Cooking, role plays, excursions to markets and shopping centres to better understand the role of consumers and traders.</td>
</tr>
<tr>
<td>Musical/rhythmic</td>
<td>Writing songs and jingles on food, health and other consumer themes.</td>
</tr>
<tr>
<td>Naturalist</td>
<td>Conducting experiments and investigations; for instance, investigating the issue of genetically modified foods.</td>
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</tbody>
</table>

**Thinking skills**
As well as knowledge about their rights and responsibilities, consumers also need the skills to think critically and creatively.

Creative thinking techniques have been used where possible to develop students’ lateral and ‘deep’ thinking skills, for instance, Six Thinking Hats developed by Dr Edward De Bono:
- Red Hat for feelings, intuition and emotions
- White Hat for information
- Green Hat for creative thinking
- Black Hat for critical thinking
- Yellow Hat for positive thinking
- Blue Hat for ‘thinking about thinking’ ie working out the order of the ‘Hats’ and deciding what other thinking techniques to use.

**Emotional intelligence**
The value of teaching emotional intelligence is also recognised and incorporated into a number of activities eg. discussions about consumerism, stereotyping and the influence of advertising.

Dr Daniel Goleman’s Emotional Intelligence identified key elements associated with emotional intelligence:

<table>
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<tr>
<th>Self awareness</th>
<th>Recognising personal strengths and weaknesses</th>
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</thead>
<tbody>
<tr>
<td>Self-regulation</td>
<td>The ability to control impulses and accept responsibility for one’s own actions</td>
</tr>
<tr>
<td>Motivation</td>
<td>This includes having commitment and drive</td>
</tr>
<tr>
<td>Empathy</td>
<td>The ability to understand other people’s feelings and point of view</td>
</tr>
<tr>
<td>Social skills</td>
<td>This includes the ability to co-operate with others and communicate effectively</td>
</tr>
</tbody>
</table>

Group work, roleplays and reflective journals are just some of the activities designed to improve these skills.
Aims and overview
This unit aims to enable young people to understand the factors that shape values and attitudes about food; to compare the value of ‘convenience’ foods and foods prepared from fresh ingredients at home; and to explore how advertising and other pressures, are used to influence food choices.

Key concepts
Cultural, social and environmental influences, emotions, consumer, advertising, implicit messages, target audience, misleading, valid, persuasive, ‘sometimes’ food.

Learning outcomes
At the end of this section, students should be able to:
- analyse the values that influence individual food choices
- make comparisons between fresh and processed foods
- demonstrate an understanding of persuasive techniques in food advertising.

Background
Our ‘consumer culture’ has created a distorted view about what can be described as a ‘need’ or a ‘want’. Global advertisers spent $A604b in 2006 with much of this advertising revolving around a few well-worn themes and promises, such as success, status, youth, fashion, beauty and friends. For each product, for example, a diet soft drink, there are many competing brands so it is difficult to boost sales just by showing a soft drink can. Similarly, a credit product, such as a store or bank card, must sell more than the card: it must have an implicit message such as, ‘you will get closer to having a fun lifestyle (like the people in the ad) if you sign up for our store card today’.

Young consumers need the emotional intelligence to ‘see through’ the ads and analyse the influences being placed on them to part with their money. Similarly, they need the skills to resist peer and sales pressures when shopping or making food choices.

Students need to understand that healthy food choices play vital role in their overall health & wellbeing by reducing the risk of obesity and associated diseases. Sometimes these choices have to challenge firmly rooted family, social, environmental and cultural influences.

Nutrition educators are now introducing the term ‘sometimes’ food as an alternative to ‘junk’ food in healthy eating programs. As part of a balanced, healthy eating plan it is now OK to enjoy some of this food ‘sometimes’, for instance, as a celebration or treat, without the feeling of guilt.

Introductory activity
a) Ask students to bring to class a selection of food ads collected from magazines. Discuss the ads in terms of the emotive language used, the appeal to the audience, health benefit claims etc.

b) Continue by encouraging discussion to introduce the topic by asking the class these questions:
- what do we mean by ‘values’?
- what is meant by a ‘lifestyle’ that many advertisements promote? Ask students to recall popular ads and discuss the elements that seem essential to make a ‘life style’. List the values that are often underlying a desirable lifestyle. Relate them to food ads eg. if you don’t eat this cereal you will not be popular.
Values shape our choices

When it comes to food there are many influences and values that determine what you choose to eat at any given time.

Here are some of those influences but you may be able to think of more:
- cultural
- family
- location
- advertising
- time
- friends
- emotions
- religion

Exercise 1 - How am I influenced?
List 5 things that might influence your choice of foods (you can ‘cheat’ and choose from the list above). In the right hand column provide a brief explanation.

<table>
<thead>
<tr>
<th>Influence</th>
<th>How does this determine what I eat?</th>
</tr>
</thead>
<tbody>
<tr>
<td>eg. Where I live (location)</td>
<td>I eat lots of fresh vegetables because I live on a farm and we grow our own.</td>
</tr>
</tbody>
</table>

...
Values shape our choices

Exercise 2 - The ‘values’ auction.
Values are things that you believe in and they play a very big role in shaping life choices and that includes what we eat. For instance, if you value ‘being healthy’ you would not choose to eat six doughnuts every night for supper. If you value ‘physical fitness’ you would choose nutrient dense foods.

Values auction
In this auction game you can rate the ‘values’ that are important to you by the size of your bid.

Everyone has $1000 to bid for one or more of the ‘values’. Don’t exceed $1000 in total.
- You have five minutes to decide which items you want, and how much you will pay for them.
- When the auctioneer is calling for bids, you can increase your bid if you want to, but remember that you may have to offer less for another item, or drop an item from your list.
- As all the items are sold to the top bidder, write down who has bought which item and what was paid for them.

<table>
<thead>
<tr>
<th>Item</th>
<th>My first bid – (Total Available Funds $1000)</th>
<th>My Top Bid</th>
<th>Class Top Bid</th>
<th>Purchaser</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Great personal attractiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tertiary education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lots of leisure time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adventure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical fitness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunity to travel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fame</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long and healthy life</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sense of humour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Close and loyal friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To be admired by others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Love</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

www.consumer.vic.gov.au

A1

Continued
Exercise 1 - Forget the chips!

a) Read the following article:

Making healthy food choices!

Chips are stacked against healthy diet for children
Lucy Beaumont, The Age, 20 June 2004

Hot chips are Australian children’s favourite food, according to a poll that comes as federal politicians debate the issue of junk food advertising.

Roy Morgan Research asked 1853 children, aged six to 13 to name their favourite foods and found that 90 per cent chose hot chips, followed closely by pizza (87 per cent), fish and chips (81 per cent), chicken nuggets (80 per cent), barbecue chicken (75 per cent) and pies, pasties and hamburgers (74 per cent). In comparison, 56 per cent of children said they liked soup, the same percentage liked salad and 49 per cent liked “health food”.

The poll, released yesterday, found that 81 per cent of children had eaten at a fast food restaurant in the past four weeks, 32 per cent of them at least four times during that period. While researchers have found that fruit was the most common daytime snack for children, VicHealth chief executive Rob Moodie was “astounded” that fruit was not included in the survey’s listing of favourite foods.

“What unfortunately the fruit producers don’t have the money to advertise or use these (research) services,” Dr Moodie said. “Fruit is one of the most important categories and it isn’t on the agenda.” Junk food preferences were a reflection of the advertising dollars spent on selling such products, he said. “When was the last time you saw an ad for a carrot,” asked Dr Moodie.

The poll finding that 88 per cent of children said they enjoyed sport was encouraging, Dr Moodie said. “We need assistance to build on this. It’s like the fact that 60 per cent of kids want to walk to school but only 30 per cent do. You’ve got to change systems so that you tap into or encourage those preferences,” he said.

WHAT KIDS EAT AND DO
• 78 per cent of children eat cereal for breakfast, with toast a close second (75 per cent).
• 43 per cent eat fresh fruit after school.
• 36 per cent eat sweet biscuits after school.
• 88 per cent of children say they enjoy sport but 31 per cent say they would rather play computer games than play outside.
• 94 per cent of children watched television in the last seven days.
• 75 per cent of 10 to 13 year old accessed the internet in the past four weeks.

Source: Roy Morgan Research Young Australians Survey
Making healthy food choices!

b) Answer these questions:
   i) What are the most popular foods listed by the children in the survey?

ii) What are some of the long-term implications of high consumption of these foods?

iii) What foods could have been eaten instead of those listed?
    Justify your food selection.

iv) What is the best choice, health-wise and budget-wise, for a snack in between meals? Use the Weighing it up chart as evidence.

Exercise 2 - The chicken detective!
Researching how the humble chicken nugget is made may turn you off them for life! Working in pairs or small groups, find out:
- exactly how they are made (processed)
- which parts of the chicken (if any) are used
- the salt content
- the fat content (including what may be added during the cooking process)
- food additives used and why
- how they are packaged.

Use a visual organiser or concept map to create a flow chart to track a chicken nugget from ‘farm to plate’. Create a classroom display.

Write a paragraph reflecting on what you have learnt from being a food detective.
# Fresh, frozen or take-away?

## Exercise 1 - Let’s bake pizza

a) As a group, compare three different pizzas: frozen, take-away or freshly made. If you do not have a favourite recipe, you can do a search on the internet. Try [www.goforyourlife.vic.gov.au](http://www.goforyourlife.vic.gov.au)

Use the criteria shown to record your comparisons.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Frozen pizza</th>
<th>Fresh pizza</th>
<th>Take-away pizza</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time taken to prepare or deliver</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time taken to cook</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flavour</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appearance when cooked</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problems or difficulties encountered</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutritional value eg. fat content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main advantage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main disadvantage</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Draw some conclusions from the table above to determine which pizza offers the best value and present your test results and recommendations to the rest of the class.
Let’s check out fast foods!

You will start to hear people talking about 'sometimes' food. We used to call it ‘junk’ food and felt really guilty if we ate too much of it. As part of a balanced, healthy eating plan it is now OK to enjoy some of this food ‘sometimes’, for instance, as a celebration or a monthly get-together with your friends.

Exercise 1 - Why we love our fries

a) Are ‘fast food’ and ‘sometimes’ food the same? How would you define them?

b) How often do you eat fast food, where and when?

c) Why are fast food outlets popular?

d) Name five popular fast food items.

e) Why are many people concerned about eating fast food?

f) If you need a quick, cheap and tasty meal, what are your healthy and nutritious options?

Exercise 2 - Promoting healthier fast food choices

In a small group complete one of the following tasks:

- Write a letter to the CEO of a fast food chain, suggesting what the company could do to provide healthier meals. Create a poster for display in your school, listing healthy options for cheap, fast, convenient food.
- Write a submission to your school council, proposing a healthier menu at the school canteen, while still offering inexpensive options.
- Plan and present a demonstration for classmates, in which you prepare a simple and nutritious snack or meal that is convenient and inexpensive per serve.
- Collect all the recipes presented in class and collate them into a recipe book, card library or electronic file.
Advertising creates a 'want', even if you don't really 'need' the product.

Young consumers have more spending power than previous generations and more influence over their parents’ spending. In Australia the 1.9 million ‘tweens’ (7-14 age group) have a combined income of $1.3 billion a year (pocket money, birthday gifts and so on), spend an estimated $471 million annually, and have increasingly become a major target of advertisers and marketers.

We make food choices daily at home, supermarkets, school canteens, restaurants and fast food outlets, just to name a few! There are approximately 100,000 food items on supermarket shelves, with new products appearing every week. With this greater access to a wide range of foods comes competition from various players to influence the behaviour of consumers. Hundreds of millions of dollars are spent every year in Australia on food promotions and advertising, to make a customer want to buy a new product, or choose a particular brand over another.

For each product eg. a diet soft drink, there are so many competing brands out there, that it is difficult to boost sales simply from a straightforward advertisement showing the soft drink can. Modern ads must therefore sell more than just the product in order to boost sales. An ad will often have an explicit message: ‘Here is a great product, buy it!’ and also an implicit message: ‘If you buy this product, you will get closer to being as attractive as the people you can see in this ad, and you will get closer to living the lifestyle that they have’.

A product will become popular if it is placed in the context of an attractive, desirable or ‘cool’ lifestyle. If consumers see an ad that portrays behaviour, culture, attitudes and values that they admire, they will come to associate the product with this implicit ‘lifestyle’ or ‘image’.

Common techniques used in advertising include:
- catchy jingles and repetition of slogans to create familiarity with the product
- celebrity or expert endorsement, to boost the credibility of the product
- endorsement of the product by an association that allows its logo to be used
- use of key words, music and images to appeal to various emotions and desires, concerns and fears. These are called emotional or persuasive appeals.

When developing TV commercials, the AIDCA formula is often used by advertisers.

This stands for:
- **Attention** – Grab the attention of the audience in the first 5 seconds.
- **Interest** – Make the content of the commercial interesting to the audience you are appealing to.
- **Desire** – The audience should feel a desire or need for the product.
- **Conviction** – The audience should be assured that the commercial is honest and has integrity.
- **Action** – Use the words NOW ON, SALE ENDS SUNDAY, WHILE STOCKS LAST! These phrases are regarded as a “Call to Action”, and incite a sense of urgency and action to buy the product immediately.

Watch 3 TV commercials advertising food or drink.
- How does each ad use AIDCA?
- What nutritional information do you learn about what is going in your mouth?
### Does advertising influence our choices?

**Exercise 1: Appealing persuasions!**

Next to each persuasive appeal listed below, create a statement which creates that particular appeal, which could be used in a food advertisement. The first one is done for you.

<table>
<thead>
<tr>
<th>Appeal to your...</th>
<th>Words / images / music used to create appeal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>patriotism</td>
<td>“Arnold’s Biscuits are Australian made and owned, keeping jobs in the lucky country”</td>
</tr>
<tr>
<td>nostalgia; desire for the good old days</td>
<td></td>
</tr>
<tr>
<td>desire for conformity</td>
<td></td>
</tr>
<tr>
<td>conscience or sense of right and wrong</td>
<td></td>
</tr>
<tr>
<td>desire to be an individual</td>
<td></td>
</tr>
<tr>
<td>desire for popularity</td>
<td></td>
</tr>
<tr>
<td>vanity</td>
<td></td>
</tr>
<tr>
<td>fear or concern about health</td>
<td></td>
</tr>
<tr>
<td>love and concern for the family</td>
<td></td>
</tr>
<tr>
<td>desire to have value for money</td>
<td></td>
</tr>
<tr>
<td>desire for social status, a good reputation or image</td>
<td></td>
</tr>
<tr>
<td>masculine pride or concern for masculinity</td>
<td></td>
</tr>
</tbody>
</table>
Does advertising influence our choices?

Exercise 2 - The hidden messages
Working in a small group, find three examples of food advertisements, either cut out from print media, recorded from TV or radio or photographed eg. billboard. Use these ads to complete this grid.

<table>
<thead>
<tr>
<th></th>
<th>Example 1 (Product)</th>
<th>Example 2 (Product)</th>
<th>Example 3 (Product)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What audiences are the ads targeting?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What techniques are being used to influence consumers?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What 'desirable lifestyle' messages are implicit in these ads?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there any significant facts that you feel may have been deliberately left out?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Briefly, how would/ wouldn't these ads influence you to buy?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In a reflective journal, comment on your strengths and weaknesses working as member of the group. Share your reflections with the rest of the group and note their feedback.
TV advertising

Ice-cream, hamburgers, soft drinks, chocolate and biscuits seem to be very popular food ads, particularly around meal times. You will see from your findings below just how hard it must be for adults to resist ‘pester power’.

Exercise 1 - I’m hungry
You will need to watch at least one hour of TV eg. between 4-6pm, over 3 nights (strictly for research purposes!) to complete this task.

1. What time of day did you do your research?

2. What food was advertised the most/least: fresh, frozen, ‘fast’ or processed (eg. cheese)? List in order.

3. Which ad was the most appealing to your age group? Why?

4. What was the implicit message for parents and carers?

5. What would the consequences be if you only ate ‘sometimes’ (junk) food, 3 times a day for one month?

Exercise 2 - Banana ‘hot dog’?
With a partner use ‘Six Thinking Hats’ technique to design a TV ad to influence your friends to WANT your product eg. a banana and vegemite ‘hot dog’. You may think of another ‘odd’, fun example and you will have to be very persuasive.

- Red Hat for feelings intuition and emotions eg. emotional/persuasive appeal?
- White Hat for information eg. nutritional information provided
- Green Hat for creative thinking eg. packaging and promotion
- Black Hat for critical thinking eg. review of ideas/ what is most likely to work?
- Yellow Hat for positive thinking eg. we can make this happen by.....
- Blue Hat for ‘thinking about thinking’ ie. working out the order of the ‘Hats’
Aims and overview
This unit aims to enable students to understand the connection between health & wellbeing and, being an informed and assertive consumer. Learning activities include comparing the advantages of paying by cash rather than using a credit card and, how not to be persuaded by ‘artful’ sales people and marketers to buy goods they don’t need. They will also gain a better understanding of their rights and responsibilities including what to do when things go wrong.

Key concepts
Emotional, physical and social wellbeing, emotional intelligence, budgeting, credit and debt, assertiveness, persuasive marketing, impulse buying, reward programs, endorsements, consumer rights and responsibilities, complaints, labelling and additives.

Learning outcomes
On completion of this section, students should be able to:
- demonstrate what makes an assertive and informed consumer
- apply their consumer skills in researching and evaluating financial products such as credit and store cards
- describe the steps necessary to make an effective complaint
- understand how consumers are protected in the market place.

Background information
The challenge for consumer educators in a rapidly changing world and global marketplace is how to ‘stay ahead of the game’. Providing young consumers with the skills to become well-informed and assertive consumers is essential. They can feel overwhelmed by the range of products offered and it is often impossible for them to have all the knowledge they need to make an informed choice.

Two relatively new phenomena are ‘affluenza’ and ‘pester power’. Affluenza, also known as ‘luxury fever’, along with easy access to credit, is of concern when it leads to high levels of consumer debt. It has been said that young consumers now enjoy ‘pre-mature affluence’. They have more spending power than previous generations and an increased influence over their parents’ spending but without a corresponding increase in consumer and financial literacy.

Young consumers need to know about their consumer responsibilities as well as their rights eg.
- how to shop around for the best deal
- how to compare prices and quality
- how to conduct research, including asking the right questions
- how to make a complaint.

An excursion to the Queen Victoria Market (or other) is a valuable experience. For help in planning, go to www.consumer.vic.gov.au and follow the prompts in the Young consumers and teachers’ section.

Introductory activity
Shops selling identical products don’t always charge the same prices, which is why it is important for consumers to shop around, in search of the best deal. Why do the prices vary? Discuss some of the reasons with the class eg. level of competition; position (city, suburbs, regional); time of year; product cycles; seasonal produce; rental costs etc. Are there any links between these factors and advertising cycles?
Wellbeing is more than just a healthy body. The state of your mind, your emotional intelligence to cope with your environment, including the people around you, also affects your overall wellbeing.

When something goes wrong with one aspect of your health, for example, a physical illness, the condition may affect your emotional state and your ability to relate to others as well.

To maximise your wellbeing you need to aim for a balance of emotional, physical and social health.

Exercise 1 - The health connection
Complete the table below to see the relationship between your health and your overall wellbeing. Add one more common illness or disorder that you can think of.

<table>
<thead>
<tr>
<th>Health condition</th>
<th>Possible causes</th>
<th>Impact on physical health</th>
<th>Impact on emotional health</th>
<th>Impact on social health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obesity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anorexia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diabetes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acne</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anxiety</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Stress</td>
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<td></td>
</tr>
<tr>
<td>Depression</td>
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<td></td>
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</tr>
</tbody>
</table>

Exercise 2 - Debt is a health issue!
New clothes, new CDs, new stereo, new computer, car, tickets, travel...there are lots of things that we look forward to buying, especially when we start to earn extra cash through part-time jobs. However, saving up to buy these items can be difficult. Some people find it very tempting to sign contracts with stores to buy now on credit and make payments later. People who buy more than they can afford using credit cards can end up with monthly interest bills that they can’t pay off.

Mobile phones can also lead to debt if not used carefully. Frequent texting, entering SMS competitions, and buying things via your mobile can make for very high phone bills that you haven’t budgeted for, but must pay.
Healthy body, healthy mind, happy relationships

Exercise 3 – The debt cycle!
Complete this concept map or design an electronic version of your own, to show the impact debt can have on your health & wellbeing.
Why do we shop?

Shopping has become more about entertainment than survival, and emotions can have a big impact on our spending choices. Developing our emotional intelligence is one way of increasing self-awareness and avoiding impulsive shopping behaviour that can lead to large credit card debts.

**There are five key elements to emotional intelligence:**

- **Self-awareness** means recognising how your emotions affect you, and being aware also of your strengths and weaknesses.
- **Self-regulation** means having the ability to control your impulses.
- **Motivation** involves having the drive and initiative to motivate yourself.
- **Empathy** is having the ability to see a situation from another person’s perspective.
- **Social skills** include effective communication and working co-operatively with others.

Emotional intelligence helps to identify the reasons why we are spending and help us deal with the pressure of aggressive sales techniques.

**Exercise 1 - Emotional intelligence**

Reflect on your own shopping experiences, and answer these questions:

a) List your shopping strengths and weaknesses.

b) Are you easily influenced by what people say?

c) Give examples of occasions when you were unable to control your emotions and impulses when shopping.

d) When were you successfully able to control your emotions or impulses when shopping? Was this difficult?

e) Give examples of a shopper displaying two of these emotions when shopping:

  - anxiety  –  frustration
  - impatience  –  low self-esteem

f) As a class, discuss your examples of emotional behaviour. Act them out!
**Why do we shop?**

**Exercise 2 – Buying stuff for the right reasons!**

a) Read about Paul’s experience

Paul wanted to buy a snowboard. He knew that he had to choose from a large range of expensive and complex products, so he did his homework. He surfed the net, read the magazines and trawled the shops, trying to learn as much as he could. He hated the idea of being ripped off or making a bad choice: he was 19 and not an idiot! His mate Steve had just bought a Nidecker Icon, secondhand but really smick, “with all the features, buddy, wait till you see how it flexes…”

But when it comes to boards it’s just impossible to know it all. Everyone Paul talked to had a different opinion. He wanted to make a rational decision based on the facts, like his dad always did. "A board’s a board, son, so don’t go overboard, get it?"

Paul knew that he didn’t really need to buy the absolute top range board. A second-hand, mid range board would be more than adequate, especially as he would have to buy bindings too. But when Paul entered the magical, unreal world of the shopping centre and the glitzy ski and skate shops, it wasn’t just about the facts any more. It was easy to be seduced by the music, the video clips of awesome snowboarders, the astonishing range of hi-tech boards all lit up in the window…

So, two hours later, as he walked back to the car with a brand new Ride Havoc, Paul was excited, but a little unsure as to the real reasons why he bought that particular board. It cost $250 more than he had budgeted to spend. Maybe it was the cool graphics of the board (the cute sales chick said she liked them) or maybe the other sales assistant, who had bombarded him with facts and figures, and had raved about the Superior Edge Control, Noise Reduction Construction, Multi-Beam Design, Tuned Core, and RideGlide Base. He had warned Paul that the Havoc was on special for that day only, and that he’d be crazy to pass it up. Or maybe it was that the second-hand boards were stacked in a dark corner of the shop, while the new glossy boards were right at the front, next to huge posters of guys doing incredible flips. Paul couldn’t help feeling that it wasn’t just the rational side of his brain that had made the decision to buy.

b) In the case study Paul showed he was not a very smart shopper. In the space provided, give one example to illustrate each of Paul’s mistakes.

<table>
<thead>
<tr>
<th>Mistake</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being impressed by technical information</td>
</tr>
<tr>
<td>Being swayed by marketing and image</td>
</tr>
<tr>
<td>Not sticking to his budget</td>
</tr>
<tr>
<td>Not learning as much as he could about the product BEFORE buying</td>
</tr>
<tr>
<td>Not shopping around to get the best deal</td>
</tr>
<tr>
<td>Giving in to sales tactics</td>
</tr>
<tr>
<td>Wanting approval and status</td>
</tr>
</tbody>
</table>
Why do we shop?

Just as emotions play an important role in your overall wellbeing, so do your emotional intelligence, critical thinking and listening skills. Let’s see if you are a ‘smart shopper’!

Exercise 3 - Are you a smart shopper?
Do you...
- think carefully about why you want the product and what you expect from it? Yes ☐ No ☐
- know whether or not you can afford it? Yes ☐ No ☐
- work out what you can afford to spend, before you go shopping? Yes ☐ No ☐
- consider alternatives, cash or lay-by rather than credit, second-hand rather than brand new? Yes ☐ No ☐
- research the product and shop around for the best deal, comparing quality and price? Yes ☐ No ☐
- inspect goods thoroughly? Yes ☐ No ☐
- keep in mind current consumer hot topics and product warnings? Yes ☐ No ☐
- know your consumer rights and responsibilities? Yes ☐ No ☐
- read the labels and check use by dates? Yes ☐ No ☐
- impulse buy at the checkout? Yes ☐ No ☐

Score
If you said ‘yes’ to 8 or more, well done!
If you said ‘yes’ to 6 or 7, you are getting there!
If you said ‘yes’ to less than four, you need to sharpen your consumer skills.

Exercise 4 - Role play
With a partner prepare a two-minute role play that includes:
- a shopper demonstrating the emotional intelligence to resist the sales pressure.
- a seller using at least three of the following sales techniques:
  - appeals to our needs and desires
  - shows technical know-how
  - downplays the negatives
  - gives special discounts ‘for a limited time only’
  - seeks to ‘upgrade’ to a more expensive item
  - tries to get on friendly terms with customer
  - focuses on the ‘lifestyle benefits’ as well as the product.
Exercise 1 - Can I afford to buy it?
Christine has been working and saving for four years. She is now 19, and has used up almost all her savings to help buy a car (her parents contributed the rest). Christine now has a new short-term goal: to buy her own sound system.

The local home entertainment store is having a sale, and the sound system Christine has been looking at for weeks is now marked down from $699 to $500. Christine has not yet saved quite enough money to buy it outright. In another two months she will have the cash, but the sale will be over!

Christine has a number of options:

a) Compare Christine’s options using this table.

<table>
<thead>
<tr>
<th>Options</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wait until she can pay cash.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put the sound system on lay-by.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buy it now using credit eg. a credit card or store card.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Collect information eg. from brochures or websites, to compare at least two bank credit cards and one store credit card to complete the following table.

<table>
<thead>
<tr>
<th>Institution/store</th>
<th>Type of credit card</th>
<th>Interest-free period before repayments have to be made</th>
<th>Interest rate</th>
<th>Minimum monthly payment on outstanding debt</th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

C) If Christine buys the $500 sound system using her bank’s credit card, and can only make a minimum monthly repayment of $50, how much interest will she also be paying on top of the original $500? How long will it take her to pay off the credit card? The online interest calculator at www.foxsymes.com.au will help you find the answers. The credit card interest rate is 16% p.a.

Interest charges: ____________________________

Time it will take to pay off the debt: ____________________________
d) Christine could buy the sound system using finance direct from the store. The home entertainment store will charge her 22.9% p.a. interest for purchases under $2500. She can only make monthly repayments of $50. Go back to the interest calculator at www.foxsymes.com.au and find out how much interest she would be paying on top of the original $500. How long would it take Christine to pay off the store credit?

Interest charges: _____________________________________________________________

Time it will take to pay off the debt: __________________________________________

e) Based on your research, what option would you recommend to Christine now?
  □ Save and pay cash
  □ Buy on lay-by
  □ Buy using a bank credit card
  □ Buy using store credit

Why? _____________________________________________________________

Exercise 3 - Shopping online
The Internet is a great way to find best buys, to shop quickly or to track down goods that may not be freely available in the shops. However, dealing with cash or credit over the Internet is also an easy way to get ‘ripped-off’.

a) Consumer Affairs Victoria has an interactive guide to shopping safely over the Internet. Go to www.consumervic.gov.au/shopsafe/intropage.html and work through the ShopSafe demonstration and quiz.

b) Using the ShopSafe information, create a poster or a cartoon that is suitable for display in computer areas with Internet access. Your poster should highlight:
   – the advantages and risks of online shopping
   – ways of minimising these risks
   – places to go for additional information.

Extension activity – Supermarkets online
Did you know that the major supermarkets provide websites for you to browse and compare products and prices before you shop?

a) Use your favourite search engine to go to a supermarket website. It may say ‘start shopping’ or ‘browse our products’. Select a product category eg. breakfast foods or soft drink to compare prices of at least five varieties.

b) Create a table with the following headings to find the ‘best value’ product. Use the table format to compare other food categories (eg. flour or biscuits) or check if the advertised special is really a ‘bargain’.

<table>
<thead>
<tr>
<th>Product description</th>
<th>Size</th>
<th>Unit price eg. per 100g</th>
<th>Price</th>
</tr>
</thead>
</table>
Independent shopping

Some helpful shopping tips to help you stretch your food dollar further.

– plan your meals and your shopping list
– when working out a food budget, don’t forget to include the snacks eaten in between meals
– never go shopping when you feel hungry
– compare the price of fresh, frozen and canned foods, where the nutritional value is the same
– shop around for good value
– buy fruit and vegetables that are in season, or grow your own
– make as many foods ‘from scratch’ at home rather than buying a processed version at the supermarket
– avoid over-packaged foods.

Exercise 1 - Shopping wisely
Choose one of the tips above and explain why it would save you money.

Exercise 2 - How fresh is my tomato?
Out of season, some fruits and vegetables have to be transported 1000’s of kilometres before hitting the supermarket shelves. This really pushes the limit when we say the produce is ‘fresh’. It means they have to be picked before they are ripe and in some cases, are ‘gassed’ with a hormone so they can last the distance and still look good on the supermarket shelf.

a) In a group, gather the following information on five different fruits and vegetables:
   i) Is the product in its peak season? If not, when is it?
   ii) Where was the product grown?
   iii) How far did it travel?
   iv) Is this product genetically modified? (Check the label)
   v) Is the product organically grown?
   vi) Was the product grown by an individual farmer or a co-operative?

You may need to visit a supermarket to complete your survey.
You could extend your survey to include eggs!

b) As a class present your findings in a graph or electronic format which can be used to encourage the school canteen manager to consider using local produce as much as possible.

c) Define what is meant by ‘organically grown’. When can a farmer legally claim that her/his produce is ‘organic’?
Exercise 3 - Think local, buy local!
There are lots of farmer’s markets now providing tastier and more diverse choices of fruits and vegetables in a fun and entertaining atmosphere. Producers have to follow strict guidelines in terms of food handling so consumers can expect to buy quality products.

Use your research skills to:

a) list all the farmers’ markets you can locate in your area
b) list at least 10 home-made or organic products they sell
c) check the dates they operate and plan an outing for the family
   Consider travel time, parking & opening hours in your plan
d) compare your list with the rest of the class

Exercise 4 - Genetically modified – how safe is safe?
All plants and animals (including you) contain DNA which is made up of genes that carry the information which gives organisms their specific characteristics, including physical appearance eg. blue eyes, black hair etc. Scientists love experiments and experimenting with genes for various reasons is no exception.

a) Define genetic modification/engineering.

b) In groups, discuss and list some possible reasons why more money is being spent on research into genetic modification of food now than in the 1950’s. Rank the factors from 1 to 10 with one being the most important to show those which your group believes to have had the most significant influence.

c) Conduct a classroom or online forum to discuss the advantages and disadvantages of genetic modification. Include some examples to ‘add value’ to your arguments.

d) As a group, imagine you work for a chemical research company that has identified a need to increase the resistance of crops to pests or disease.
   i) Predict what the negative and positive consequences of introducing the genetic modification could be in 20 years.
   ii) Using an online visual organiser such as Inspiration® or Microsoft Project, prepare a marketing brief to introduce the program.
   iii) How could you evaluate the success of your program?
Exercise 4 - Why spend more if you don’t have to?
Budgeting is hard work. With so many brands of food products available, it is often difficult to tell whether you are receiving value for money.

a) Choose a type of food available at the supermarket. Each student in the class should choose a different category, for example: pizza, hamburger, carrots, gnocchi, vegetable soup, sausages, fries, chocolate cake, dim sims, muesli, cereal bar, yoghurt, cheddar cheese, wholemeal bread, fish fingers...and so on!

i) Visit the supermarket and find three different brands or versions of the product you have chosen eg. fresh, canned or frozen. Make sure you include a generic, ‘no name’ product as one of the three.

ii) Make a comparison between brands by completing the following table. When rating nutritional value, check the information on the package. Consider salt, sugar, fat and fibre levels of the food.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Food type:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Product 1 Brand and name:</td>
</tr>
<tr>
<td></td>
<td>Cost per 100g</td>
</tr>
<tr>
<td></td>
<td>Quantity or number of portions in package</td>
</tr>
<tr>
<td></td>
<td>Nutritional value (rating out of 10)</td>
</tr>
<tr>
<td></td>
<td>Flavour (rating out of 10 if prepared)</td>
</tr>
<tr>
<td></td>
<td>Appearance if prepared (rating out of 10)</td>
</tr>
</tbody>
</table>

b) Your teacher may consider that the class prepares some of the food so you can compare the flavour and appearance.

c) Answer the following questions about your product test:

i) Which brand(s) or version(s) do you think represents the ‘best buy’? Why?

ii) Which product would you buy? Is it different from the ‘best buy’?

If yes, why did you choose it?

d) Present your comparison and recommendations to the rest of the class.
Exercise 5 - The $10 challenge

You have invited a friend over for dinner. You may use some or all of the ingredients from the pantry and garden (shown in the table below). You can also spend up to $10 to buy additional ingredients if needed.

a) Plan a two-course menu to feed two people, keeping in mind the healthy eating tips at www.goforyourlife.vic.gov.au. Write down the recipes you use, including any modifications you have made to ‘standard’ recipes.

b) Show a breakdown of how the money was spent. You will need to check prices at the market/supermarket.

c) Imagine you own a restaurant and want to create a visually appealing table menu. Using the information gained when planning your dinner party, design a table menu using a graphic design program such as Quark Xpress. Include realistic prices for each course based on your expenditure above.

*Bon appetit* and congratulations for being a smart shopper!
The Australian Consumers Association reports ‘research shows that we’re vulnerable to subtle (and even not-so-subtle) marketing techniques – impulse buying accounts for a significant proportion of supermarket purchases. There are many traditional (as well as a few more unexpected) ploys used by supermarkets to encourage you to spend more than you might have planned to, for instance, not placing eggs near the milk or using soft music’. You will find more examples at www.choice.com.au.

Exercise 1 - Setting the traps
Investigate the marketing strategies of your local supermarket. It is a good idea to ask permission from the store manager before you start. Answer the following questions:

a) Draw a floor plan of your supermarket, numbering each aisle. Later you can transfer this plan and the following data, into an electronic graphic program.

b) Where are staple products such as bread, milk, sugar, eggs and soap located?

c) What products can you see being discounted?

d) Where are the sale items placed?

e) What items are sold at the checkout?

f) What forms of promotion are being used for particular products? Examples include:
   - discount pricing
   - in-store demonstration of products
   - buy two get one free
   - big display.

 g) Are there any clever combinations of food products? For example: salad dressing sold in the vegetable section beside the lettuce; flavoured syrup sold near the ice cream?

h) What other techniques are being used to increase sales?
Supermarket persuasions

Exercise 2 - Snapshot on shopping!

a) Interview a parent or another adult and record their answers to the following questions:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do loyalty programs influence where you shop? eg. fly buys</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Would you drive more than 5 kms to collect a petrol discount?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Do you buy groceries at supermarkets that offer petrol discounts?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Are you an 'impulse' buyer?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Do you make a shopping list before you go shopping?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Do you always shop at the same supermarket?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Have you ever shopped on the internet?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Does advertising influence where you shop?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) As a class, collate your interview answers in a graph format and then write a short report.

Exercise 3 – Let’s go shopping!

Now it is your turn! Take a few minutes to think about the following questions and then discuss the answers as a class.

- Who does the shopping in your household?
- What role do you play in the shopping?
- Who decides which brands will be purchased eg. breakfast foods?
- Apart from the taste what else influences your choice of brands?
- What are the disadvantages and advantages of shopping at the same supermarket each week?
Many food manufacturers try to appeal to consumers by having a special logo on their product. There are many different kinds of logos on foods, but several don’t have anything to do with nutrition or health benefits. Some logos, however, are a symbol that the product is endorsed (approved) by a health organisation because it meets nutrition criteria.

A manufacturer can apply to the health organisation for a ‘tick’, or ‘seal of approval’, but the food must meet the organisation’s standards to receive the logo. Examples of these logos are:
– the Heart Foundation tick of approval
– the International Diabetes Institute logo
– the GI (glycaemic index) symbol
– the Dolphin Safe logo
– the Proudly Australian logo

**Exercise 1 - Spot the logo**

a) Examine a range of packaged goods at the supermarket, in the school’s food technology room, or at home and list all the health/food endorsement logos you can find.

b) Choose one of the logos you listed and answer the following questions:

i) Which authority or food company owns this logo?

ii) Why do they have this logo program?

iii) What is the message for a consumer who sees this logo on a food product?

iv) What are the rules for using this logo?

v) Which people will find this information useful?

vi) Are there concerns raised about the use of this logo?

c) Report your findings to the class. Your report can be in many forms: written, spoken, poster, PowerPoint presentation, or other electronic application eg. email.
Nutrition information on food products is extremely important if you want to maintain a healthy diet. Because the food we eat is crucial to health, it is very important that labels on products are accurate. In Australia, foods must be clearly labelled in accordance with the requirements of the Australia New Zealand Food Standards Code, unless they are unpackaged foods, or foods made and packaged for you on the spot.

**Exercise 1 - Food labels - what do they mean?**

a) Read the following information from Food Standards Australia New Zealand (FSANZ) which describes what a food label must show:

1. **Nutrition labelling**
   All manufactured foods have a nutrition information panel, so you can make a comparison between them. There are very few exceptions such as very small packages and foods like herbs and spices, tea, coffee and foods sold unpackaged (if a health claim is not made) or foods made and packaged for you on the spot for you.

   Nutrition information panels provide information on the levels of energy (kilojoules), protein, total fat, saturated fat, carbohydrate, sugars and sodium, as well as any other nutrient about which a claim is made on the label.

2. **Percentage labelling**
   Packaged foods also carry labels which show the percentage of the key or characterising ingredients in the food product. Examples are: the amount of strawberries in strawberry yoghurt; the amount of milk in ice cream; the amount of pork in pork sausages. This information will enable you to compare similar products.

3. **Name or description of the food**
   Foods must be labelled with an accurate name or description, which must not mislead consumers. For example, if a food is described as strawberry yoghurt, it must contain strawberries.
What should the label say?

4. Food recall information
   Labels must have the name and Australian business address of the manufacturer or importer, as well as a code for the date of production. This makes food recalls easier and quicker to carry out.

5. Information for allergy sufferers
   Any ingredients or parts of the food that are known to cause allergic reactions must be declared on the label, however small the amount. Examples are nuts, seafood, fish, milk, gluten, eggs and soybeans. The declaration is usually in the ingredients list. If the food contains unpasteurised milk, unpasteurised egg, aspartame, quinine, caffeine, guarana, royal jelly or other allergens, there must also be a warning statement on the label.

6. Date marking
   Foods with a shelf life of less than two years must have a 'best before' date. It may still be safe to eat those foods after the date, but they may have lost quality and some nutritional value. Foods that should not be eaten after a certain date for health and safety reasons must have a 'use by' date.

7. Ingredients list
   Ingredients must be listed from greatest to smallest amount by weight. Water must also be included.

8. Labels must tell the truth
   Food manufacturers must label their products with an accurate minimum weight measure. Other information on food labels should not be misleading to consumers.

9. Food additives
   All additives to foods must be there for a good reason, must be approved by FSANZ for safety and must be used in the lowest possible quantity. Examples of additives are emulsifiers, thickeners, preservatives, colouring agents, flavouring agents. Food additives must be identified by a number and included in the ingredients list. www.foodstandards.gov.au has a full list of additives and their numbers, so you can check what the effect of the additive is.

10. Legibility requirements
    Labels must be easy to read, and in English. Warning statements must stand out even more.

11. Storage requirements
    Some foods need special storage, such as refrigeration at or below 4°C, in order to stay safe. Manufacturers must include this information on the label.

12. Country of origin
    Food products must state the country where the food was made or processed. If a product is labelled "Product of Australia", it must be made in Australia from Australian ingredients. If the label is 'Made in Australia', the food is made here, but with some ingredients imported from another country.
b) Read the information on this strawberry yoghurt package. In each circle, write the number from the list that matches the compulsory label information that is being indicated.
Exercise 1 - What am I really eating?
With three other people, choose a food to do a comparison of food labels in class; for example yoghurt, muesli bars, fruit drinks, dip, ice cream, chocolate biscuits, canned beans, tomato sauce and so on. If your group is to compare ice creams, for example, then each group member must bring to class a label from a different brand, but it should be the same flavour for a fair comparison. Each group member must also know the cost of his/her item.

a) Your group must compare the nutrition information panel on each label, and complete this table:

<table>
<thead>
<tr>
<th>Food category</th>
<th>Brand 1:</th>
<th>Brand 2:</th>
<th>Brand 3:</th>
<th>Brand 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost per 100 grams</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serving size in grams</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ingredients (specify amount as %)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>from most to least</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Energy in kJ per 100g</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protein per 100g</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total fat per 100g</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturated fat per 100g</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carbohydrate per 100g</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sugars per 100g</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sodium per 100g</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any other key nutrient per 100g</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement made about nutrition or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>health benefits</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Labelling for life!

www.consumer.vic.gov.au

Need consumer help? 1300 55 81 81
www.consumervic.gov.au
Labelling for life!
Labelling for life!

Case study: Go bananas...no bananas!

In May 2004, Cadbury Schweppes was found guilty in the Federal Court of breaking the law over the packaging of two Cottees cordial products. One cordial had a picture of bananas and mangoes, and the words 'Go Bananas', however, the cordial did not contain any actual banana or mango. Cadbury Schweppes argued that it had put 'flavoured cordial' on the label, and made sure the ingredient list didn't include mention of the fruits. The court decided, however, that the label was misleading and deceptive, because consumers might be led into thinking that they were buying a product with fruit in it. Cadbury Schweppes paid the court costs and stopped producing the cordial.

The names and pictures on food labels can be very misleading. When shopping for a healthy diet, you should rely on the nutrition information panel, not on the name of the food. By law, the label must tell you the percentage amount of characterising ingredient/s that the product has - the ingredient/s mentioned in the name of the food. However, when you check labels, you may find that the amount of desired or healthy ingredients in a processed food can be disappointingly low. It is generally true that home-made foods, made from fresh raw ingredients are healthier for you. If you make food at home, chances are it will have real ingredients and real nutrients, rather than flavouring agents and additives.

Exercise 1 - How light is 'lite'?...and other misleading words on labels

a) Visit your local supermarket to see whether there are any misleading food labels. Look for examples of the foods listed below, and answer the question/s about them.

- Fruit products and drinks which have expensive fruits such as strawberry, raspberry and mango in their names: how much of this fruit does the product actually contain?
- Look at products with meat as the characterising ingredient, such as sausages or beef tortellini. What is the percentage of real meat in these products?
- Low fat foods must have 3% or less fat per 100 grams, and low fat drinks must have less than 1.5% fat. What kind of foods can you find that have a misleading statement such as 95% fat-free or reduced fat?
- Olive oil that is called lite or light: is it a low fat food?
- Look at some canned soups: how much of the characterising ingredient is there? For example, how much real chicken is in chicken and corn soup?

b) Report the results of your supermarket survey to the rest of the class.
Labelling for life!

Exercise 2 - Fed up with food additives?
Have you ever read the labels on food items and wondered why numbers are listed alongside some ingredients eg. flavour enhancer, preservative or colour enhancer etc? Those numbers (and there are more than 1500 of them) are approved by Food Standards Australia and New Zealand (FSANZ) to help us identify what is actually being included in the foods we eat.

a) Go to www.foodstandards.gov.au and search for ‘shoppers guide’. Select either the alphabetical or numerical listing of food additives to complete the following grid.

<table>
<thead>
<tr>
<th>Food</th>
<th>Food additive/s contained</th>
<th>Number/s</th>
<th>Use eg. flavour enhancer, gelling agent or preservative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corn chips</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Margarine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instant noodles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cup-of-soup</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ice-cream</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cake mix</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Check your cupboard or pantry and extend the list above with at least six more food items that you consume regularly.

c) Unfortunately, not everyone is tolerant to food additives and some people, especially young children, can suffer severe allergies. Use your favourite search engine to find six major food allergies/intolerances. Use an ICT visual/graphic organiser to indicate what they are, their causes, the effects and if possible, the incidence rating in Australia.

d) Discuss your findings as a class. There may be a class member or a friend who would be willing to share their personal allergy ‘experience’.

Use a computer program to design and create a poster to warn consumers about food additives. The poster needs to include instructions for identifying the presence of food additives on food products.
When things go wrong

In Victoria, you are protected by a range of legislation, which includes the *Fair Trading Act* 1999 and the *Trade Practices Act*. When you buy goods they must:
- not be faulty or defective
- do what the seller said the product would do
- match the description you were given of the product
- be the same as the sample you were shown.

If you buy a service, such as a program with a modelling agency, it must:
- be carried out with skill and care
- achieve the purpose it was supposed to.

When these conditions are not met, you are entitled to have your problem resolved. If the problem concerns goods and products, you have the legal right to a refund, a replacement or to have the product repaired. The choice is up to you. If a service is at fault, you have the right to have the service performed again.

You are not entitled to a refund if you:
- know before purchasing that the goods are faulty
- simply change your mind
- find a cheaper price elsewhere.

It is the responsibility of the store you bought the product from to handle the problem. You may be told to complain to the manufacturer, but your transaction is with the store. Always keep proof of your purchase, such as the receipt, and all other documents related to the product.

For more advice, call the Consumer Affairs Victoria Helpline 1300 55 81 81, or visit www.consumer.vic.gov.au

Exercise 1 - What can we do?

a) Read the following case studies. Based on the information above about consumer rights and responsibilities, what action, if any, can each of the individuals take in this matter? Why? Why not?

Aneeka purchased a new tracksuit. She didn’t try it on at the store because she had bought the brand before and knew the size would fit. When she took it out of the bag at home, she noticed that the zipper was broken.

Tuan bought a pair of trainers recently. After only wearing them three times, the sole of the shoe had broken away.

Phuong hired a treadmill for a three-month period. After using it for a week, the treadmill’s electronic display no longer worked.

Bruno bought an exercise machine several weeks ago. He found out recently that the same machine was selling for half the price at another store.
Exercise 2 - Do I have a right to complain?
Most of us don’t like complaining, even when we have a good reason to do so. If you have paid for a product or service which doesn’t perform as it should, you have a right to complain to the business that sold it to you.

a) In which of the following case studies does the consumer have a right to complain to the trader? Tick the appropriate boxes.

<table>
<thead>
<tr>
<th>Case Studies</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael receives a bill and has been overcharged.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thuy ordered exercise equipment by mail order, but the goods arrive incomplete.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jasmine joined the 'Kilo Busters' weight loss program, after the sales person told her she would definitely lose 2 kilos a week for the next 12 weeks. Though Jasmine ate only the food provided, she has not lost any weight.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sven bought a pair of jeans at one store but later saw a pair he liked better in another store (and they were cheaper).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pravina buys a vitamin drink that has the statement “Vitamin B group boosts energy”. After drinking this product over three weeks, Pravina doesn’t feel more energetic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Li’yen buys a sound system, but a week later sees the same product at a cheaper price at another store.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kenji buys special soccer boots, and after wearing them three times, the cleats are damaged, and the soles have split.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Create your own scenario of a problem that a consumer could encounter after making a purchase. It may be from personal experience.

c) Swap it with a classmate and ask him/her to suggest what action can or should be taken.
**When things go wrong**

**So...how do I complain?**
If you are unhappy with the goods or services you have bought, try and sort out the problem as quickly as possible. The majority of traders are reasonable and keen to see that their customers are satisfied.

You can complain in person, by letter, by telephone or by a combination of all three. Before you start though, ask yourself these questions:
- Is my complaint justified?
- Have I got my facts straight?
- What are my legal rights?
- Am I complaining to the right person?
- What do I want the trader to do?

**In person:**
- Return the goods to the store with your proof of purchase (this may be a receipt or a bank or credit card statement) and ask to speak to the manager.
- Explain the problem calmly and state firmly how you would like the problem resolved eg. refund, exchange or repair.
- If you are not happy with what you have been offered, politely say so.

**By phone**
Phone the trader stating the problem calmly. It is a good idea to make a note of who you are speaking to and the time and date of the conversation.

**In writing**
Put your complaint in writing addressed to the Customer Service Manager. Your letter should include contact details, date and place of purchase and a description of the problem. Include copies of all the relevant documents (not originals). Clearly explain how you want the issue resolved.

If these suggestions do not work, contact *Consumer Affairs Victoria* to discuss further options.

**Consumer Affairs Victoria Helpline 1300 55 81 81**
www.consumer.vic.gov.au

Remember, if you take something back just because you have changed your mind about it, the shop does not have to do anything. However, the manager may offer you a credit note to buy something else. If this happens always check if the credit note has an expiry date.
When things go wrong

Exercise 3 - I want a refund!
In pairs, write a script for a conversation between a trader and a person making a complaint about a product or service. The complaint can be either in person or by telephone. Make the script as realistic as possible. Keep in mind that in real life, the first person you speak to may not be the right person.

Present your role-play to the class. When all role-plays have been performed, discuss as a class:

i) Which complaints were the most effective? Why/Why not?
ii) What made each complaint effective or not?
iii) How could the presentation of the complaint be improved to obtain a better response from the trader?

Exercise 4 - Dear Milly
Compose an answer to Billy’s letter sent to “Milly’ magazine. Make sure you advise Billy of all the information that needs to be included in a letter of complaint. Don’t forget to inform Billy about his/her consumer rights and what the store manager should offer.

Dear Milly

I bought a pair of jeans three weeks ago that have split on the side seam due to faulty stitching. I took them back to the store but they just said it was not their fault and they wouldn’t do anything about it. They said put it in writing.

Billy

Exercise 5 - What’s wrong with this letter?
Read the following letter of complaint. Explain what is wrong with the letter and then draft a better version.

Dear Sir/Madam,

I am very angry with you about the fish 😐
my are goldfish, Bill why won’t I say $5.00 for a goldfish 20.00 in foot. I am at a
I can fight 311 and say you to court 3000 to 10000 and what it is right... clear in my fit.

Best regards,

Teri Swain

3000 55 81 81

www.consumervic.gov.au
In Australia, the quality and safety of the food we buy is protected under law. There are also laws about the information that food companies must provide, and the way food is marketed and sold to consumers. If you have bought a food or drink item that you think is unsafe, or you think you have been misled about a food product, you have a right to advice and, if necessary, to make a complaint.

There are many different organisations a consumer can contact for advice about food and drink safety and labelling.

**Exercise 1 - Who do you call?**

a) With a partner, contact one of the following organisations, and ask the following information:
   i) What information service does your organisation offer for consumers of food and drink products?
   ii) If I need advice about the safety or quality of a food, can you help?
   iii) If I need advice about food product labelling, can you help?
   iv) If a food retailer has misled me, can you help?

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Contact number</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Standards Australia New Zealand</td>
<td>(02) 6271 2222</td>
<td><a href="http://www.foodstandards.gov.au">www.foodstandards.gov.au</a></td>
</tr>
<tr>
<td>Food Safety Victoria</td>
<td>1300 364 352</td>
<td><a href="http://www.foodsafety.vic.gov.au">www.foodsafety.vic.gov.au</a></td>
</tr>
<tr>
<td>Product Recalls Australia</td>
<td>(02) 6243 2747</td>
<td><a href="http://www.recalls.gov.au">www.recalls.gov.au</a></td>
</tr>
<tr>
<td>Dairy Food Safety Victoria</td>
<td>(03) 9810 5900</td>
<td><a href="http://www.dairysafe.vic.gov.au">www.dairysafe.vic.gov.au</a></td>
</tr>
<tr>
<td>Local Council Public Health Officer or Food Safety Officer</td>
<td>Check phone directory</td>
<td>Find your local council at <a href="http://www.mav.asn.au">www.mav.asn.au</a></td>
</tr>
<tr>
<td>Victorian Chief Health Officer</td>
<td>(03) 9096 5200</td>
<td><a href="http://www.health.vic.gov.au">www.health.vic.gov.au</a></td>
</tr>
<tr>
<td>Consumer Affairs Victoria</td>
<td>1300 55 81 81</td>
<td><a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a></td>
</tr>
<tr>
<td>Australian Competition and Consumer Commission</td>
<td>1300 302 502</td>
<td><a href="http://www.accc.gov.au">www.accc.gov.au</a></td>
</tr>
<tr>
<td>Trade Measurement</td>
<td>1300 365 500</td>
<td><a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a></td>
</tr>
<tr>
<td>Australian Consumers Association</td>
<td>(02) 9577 3399</td>
<td><a href="http://www.choice.com.au">www.choice.com.au</a></td>
</tr>
</tbody>
</table>

Using the information you found out about the organisation, create a spreadsheet and complete the table below. Present your findings to the rest of the class.

<table>
<thead>
<tr>
<th>Organisation</th>
<th>What information service does it offer to food/drink consumers?</th>
<th>Did the organisation direct us to another agency? Which one? Why?</th>
<th>Was the person we spoke to helpful? How?</th>
<th>Was the organisation’s website helpful and informative? (provide an example)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
There is a range of individuals and groups that provide food and nutrition information, through campaigns, publications, websites, advertising and the media.

It is important to have accurate information, but how do we go about evaluating the accuracy of the vast amount of information about food and nutrition around us? The information can be in so many different forms and come from a variety of sources. Where do we start? We all need to be able to sort out the facts from the misinformation, fallacies and fads.

a) Below is a list of organisations and professions. Search for them on the Internet, and read briefly about each one. Put each organisation/profession into one of the categories listed here:

<table>
<thead>
<tr>
<th>Government agencies</th>
<th>Non-government organisations</th>
<th>Private professionals</th>
<th>Food producers’ representatives</th>
<th>Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australasian Bottled Water Institute</td>
<td>Healthy Eating Club</td>
<td>Nurse</td>
<td>Nutrition Australia</td>
<td>Organic Federation of Australia</td>
</tr>
<tr>
<td>Australian Nutrition Foundation</td>
<td>Homeopath</td>
<td>Nutritionist</td>
<td>Sanitarium Health Foods</td>
<td>Teacher</td>
</tr>
<tr>
<td>Australian Dairy Corporation</td>
<td>Meat and Livestock Australia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australian Food and Grocery Council</td>
<td>National Health and Medical Research Council</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australian Red Cross</td>
<td>Nestle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Better Health Channel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department of Health and Ageing</td>
<td>Nutrition Australia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department of Human Services</td>
<td></td>
<td>Nutritionist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diabetes Australia</td>
<td></td>
<td></td>
<td>Sanitarium Health Foods</td>
<td></td>
</tr>
<tr>
<td>Dietitians Association Australia</td>
<td></td>
<td></td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Accredited Practising Dietitian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctor</td>
<td></td>
<td></td>
<td>The Heart Foundation</td>
<td></td>
</tr>
<tr>
<td>Food Standards Australia</td>
<td></td>
<td></td>
<td>Weight Watchers</td>
<td></td>
</tr>
</tbody>
</table>

b) As a class, discuss whether the information you received from each of these sources is accurate and useful. Which group does the organisation or person serve above all: the food consumer or the food producer/retailer?
SECTION C

Nutrition and body image

Aims and overview
In this unit students will:
- challenge assumptions about body image eg. stereotypical media images
- investigate health issues and behaviours eg. the negative effects of a poor body image and the consequences of not following a healthy eating plan.
- explore strategies to enhance self-esteem eg. the benefits of healthy eating.

Please note that some schools have strict policy guidelines which may be relevant to this module. Teachers need to be sensitive to individual students’ needs and ensure mutual respect and trust is maintained in the classroom. There may be some potentially sensitive issues raised by individuals which may be best discussed on a one-to-one basis rather than in front of the class.

Key concepts
Physical mental, social and emotion wellbeing, overweight, obese, logos, endorsements, healthy eating plans, body image, self-esteem, self-concept, media stereotypes, popular culture, genetically modified.

Learning outcomes
At the end of this unit, students should be able to:
- accept that a wide range of body types can be healthy and normal
- critically evaluate media pressures which can be damaging to their wellbeing
- explore the relationship between eating, weight loss/gain and self-concept
- create a healthy eating plan for their individual need.

Background
Body images, often presented by the media as ‘desirable’ and ‘ideal’, play a critical role in persuading young people to ‘conform’ at the risk of their health and in some cases their savings. Dangerous dieting and exercise behaviours can be driven by the desire to look like a particular sports star or a film idol. Students need the emotional intelligence to challenge stereotypical media images; to help them enhance their own self-esteem; and to understand the relationship between body image and behaviours.

To reinforce this attitude, students of diverse size and appearance need to be considered for a variety of roles and tasks eg. as school captains.

Introductory Activities
a) Following a brief explanation of the terms, self-esteem, self concept and body image, allow students to choose their favourite application (computer or hand drawn) to create a visual/concept map with ‘health & wellbeing’ in the centre ‘box’. Allow room to place a ‘box’ each for family, peer group, school and pop culture (eg. pop music/fashion/advertising) around ‘health & wellbeing’. Under each heading, list at least three points which describe how each factor may influence how we feel about ourself (self concept).

b) As a class, discuss some of the plus, minus and interesting issues raised (PMI Thinking technique).

c) Encourage and facilitate opportunities for students to challenge prejudice in the community or the media eg. online forums, a ‘celebrate diversity’ day.
Eating a wide variety of foods is important for your health & wellbeing. A newly developed national and contemporary food guide for all Australians, the *Australian Guide to Healthy Eating*, reflects the multicultural nature of the population.


**Exercise 1 - Is my diet OK?**

a) You may need to visit [www.betterhealth.vic.gov.au](http://www.betterhealth.vic.gov.au) or [www.health.gov.au](http://www.health.gov.au) to help you with the following activities and questions.

i) Complete the following table.

<table>
<thead>
<tr>
<th>Basic food groups</th>
<th>What nutrients are contained in these foods?</th>
<th>Why do I need them?</th>
<th>My favourite foods in this group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ii) Why is it important to eat a wide variety of foods each day?

iii) How many serves of fruit, vegetables and legumes are recommended for your age group?

iv) Does your daily diet reflect the recommendations for variety and the number of servings? Why/why not?

v) Why is physical activity so important?

vi) If you want to lose weight, what should you know about?

b) Create an electronic poster, cartoon or storyboard for display in your school that summarizes the advice contained in the *Australian Guide to Healthy Eating* for a healthy plan for teenagers.
Exercise 2 - Nutritionally needy teenagers!
Read the following, and fill the gaps with the appropriate word from the list below.

Adolescence is a ________ period of growth and development and as a result good ________ is essential. During adolescence, the need for most nutrients including energy, protein, vitamins and ________ increases. As appetite is also likely to increase, it is important that food ________ are made carefully. It can be tempting at this time to increase the intake of snack foods and fast foods that are high in fat, sugar and salt.

Teenagers should try to eat:
– lots of fruit, vegetables, wholegrain breads and ________
– moderate amounts of low _____ dairy food and _____ meats
– small amounts of foods high in fat, sugar and salt
– and drink plenty of water each day.

A healthy diet that includes a ________ of foods from each food group, coupled with regular ________ activity will help teenagers to grow, develop and be healthy.

During adolescence, teenagers grow and develop at different rates and it is sometimes difficult to accept a changing body. Some teenagers develop ___________ expectations about how their body should look.

Adolescence is a time where food and nutrition choices are increasingly made by young people for themselves, rather than by their parents. Some adopt unhealthy eating ________, which can vary greatly, such as:
– missing meals
– consumption of ________ containing high levels of fats or sugars with little nutritional ________
– not consuming enough vitamins and minerals
– ________ or severely limiting their food intake
– over eating.

Eating habits established in adolescence may persist into adulthood. Both overweight and underweight can be a concern at this time. A healthy diet will meet the needs of the individual without providing too much or too little ________ (kilojoules). Following ________ diets to lose weight is not recommended and may be dangerous.

Source: Dietitians’ Association of Australia and the Australian Institute of Health and Welfare

critical energy habits physical

cereals fat lean unrealistic

choices fast-foods minerals value

dieting fad nutrition variety

Need consumer help? 1300 55 81 81 www.consumervic.gov.au
Over time, if energy intake (food) exceeds energy usage, you will gain weight. However, if you use more energy than you take in, you will lose weight. Being in energy balance means energy output equals energy input, and weight remains constant.

Exercise 3 - This goes with that!
Gaining weight can be caused by many factors and unfortunately, many health problems can develop if the weight gain is excessive and prolonged. Sort the words below into the appropriate columns to see some of the causes and effects of weight gain and how you can prevent this happening. You may be able to add many more examples of your own!

<table>
<thead>
<tr>
<th>What can contribute to gaining excess weight?</th>
<th>What health problems can develop?</th>
<th>How can you help maintain or lose weight safely?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a high fat diet</td>
<td>increase activity level</td>
<td>high blood pressure</td>
</tr>
<tr>
<td>colon cancer</td>
<td>fad dieting</td>
<td>check food labels</td>
</tr>
<tr>
<td>drink plenty of water</td>
<td>eat a balanced diet</td>
<td>bulimia</td>
</tr>
<tr>
<td>family/culture values</td>
<td>low energy output</td>
<td>foods/drinks high in sugar</td>
</tr>
<tr>
<td>think 'healthy' not 'diet'</td>
<td>ulcers</td>
<td>eat smaller portions</td>
</tr>
<tr>
<td>heart disease</td>
<td>watch less TV</td>
<td>media advertising</td>
</tr>
<tr>
<td>diabetes</td>
<td>depression</td>
<td>walk more</td>
</tr>
<tr>
<td>genetics</td>
<td>peer pressure</td>
<td>allergies</td>
</tr>
</tbody>
</table>

What should we eat?
A balanced eating plan will allow you to achieve and maintain a healthy body weight and boost your vitality and wellbeing. If you feel hungry all the time it is probably because you are going through a growth ‘spurt’. Make sure your body gets essential nutrients from healthy, fresh foods, including vegetables, fruits, cereals, lean meat and diary. Go for healthy snacks too!

**Exercise 1 - Food and physical activity diary**

a) Use the daily food intake and physical activity record to record everything you eat and drink over a 24-hour period. Try to include approximate portion sizes. Record all your activities and their duration.

b) Analyse your day’s food intake, using the Formula For Life diet analysis tools at [www.formulaforlife.com.au](http://www.formulaforlife.com.au) Click on Analyse your diet.

c) Write a report on the nutritional analysis for your day’s food intake: nutritional excesses, deficiencies and energy consumption. Include recommendations such as foods you need more/less of.

d) Using the findings from your nutritional analysis report, design a healthy eating plan for yourself for another 24-hour period. Use the information at [www.health.gov.au](http://www.health.gov.au); [www.goforyourlife.vic.gov.au](http://www.goforyourlife.vic.gov.au) or [www.betterhealth.vic.gov.au](http://www.betterhealth.vic.gov.au) to help you. For instance, if you were missing any essential vitamins and minerals you will know which variety of foods you now need to include.

e) Compare your healthy eating plan with the rest of the class. Are there any similarities? If so, discuss the reasons why.

**Take action!**

- Avoid buying soft drink and other junk foods that have low nutritional value yet are high in sugar, fat and salt.
- Keep healthy snacks in your locker and at home to stop the urge to go to fast food outlets.
- Commit to walking as much as possible each day.
- Make some positive personal affirmations eg. I am proud of my body.

**Extension activities**

Visit the following websites for more worksheets and activities:
Healthy eating for a healthy body!

My daily food and physical activity record

<table>
<thead>
<tr>
<th>Time</th>
<th>Food and drink consumed</th>
<th>Quantity</th>
<th>Time</th>
<th>Activity</th>
<th>Duration of activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning breakfast/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morning snacks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afternoon snacks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dinner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evening/ Night time snacks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 2 - Listen to your stomach!

a) Choose one of the meals from your daily record to complete the following table.

<table>
<thead>
<tr>
<th>Chosen meal (eg. breakfast, lunch or dinner)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did you eat and drink at this meal?</td>
</tr>
<tr>
<td>Where did you eat this meal?</td>
</tr>
<tr>
<td>What were you doing when eating?</td>
</tr>
<tr>
<td>Did you enjoy your meal?</td>
</tr>
<tr>
<td>What were your feelings while eating and after eating?</td>
</tr>
<tr>
<td>Were you satisfied after the meal?</td>
</tr>
</tbody>
</table>

(Record here everything you ate and drank and the amounts eg. 600ml orange juice)

b) How you eat is just as important as what you eat. Discuss as a class things you can do to make your meals more enjoyable. Create a list of ‘tips’ from the class suggestions or from www.goforyourlife.vic.gov.au Try to use these tips when preparing and eating all your meals. How would your family group rate?
Exercise 3 - Fad diets don’t work!
With so many other things going on in your life, fad dieting is one pressure you do not need. All you need is a balanced eating plan. Combine this with moderate physical activity and it will change your life in a way that fad diets only dream of.

a) You will need to do some research to answer the following questions.
   Tip: go to www.goforyourlifelife.vic.gov.au and search ‘fad diets’. Record your answers on a separate sheet of paper or, use a computer application.
   i) How do you spot a fad diet? (List six characteristics.)
   ii) Make a list of at least five fad diets you have heard about.
   iii) Why are fad diets a problem? (List at least five reasons.)
   iv) What makes a balanced eating plan so successful?
   v) How can you help yourself to change unhealthy eating habits? (List six ways.)
   vi) What drives people to take up fad diets?

b) Based on your research to answer the above questions,
   i) Create a quiz for family and friends on healthy eating, OR
   ii) Create a web page or a poster to promote your own fad diet. Use some or all of the information you listed above. Go to www.consumer.vic.gov.au and search for ‘don’t get scammed’ to get more tips, OR
   iii) Create a comparison/contrast web to compare the similarities and differences between a fad diet and a balanced eating plan.

Exercise 4 - Body essentials
Unscramble each of the clue words. Match the letters in the numbered cells to find out what our body needs to stay healthy.

| VOLNIIFARB | R | F |    | 1 |
| GASSUR     | 2 | R |    |   |
| TEIMAIHN   | T | M | 7  | 6 |
| LETFOA     | O |   | 8  |   |
| TRRAEDOHBYCA| R | Y | 4  |   |
| CACUMIL    |   | M |    |   |
| SOIMUD     |   | I |    |   |
| PUTMOSSAI  |   | S | U  |   |

1 2 3 4 5 6 7 8 9
All about body image

Body image is how a person thinks and feels about their body, usually as a result from comparing themselves with the stereotypical images presented in our culture. People with a poor body image may adopt an unhealthy life style such as increased dieting and dangerous exercise behaviours driven by the desire to look like a particular sports star or a film idol. Many people resort to fad diets, smoking or taking slimming drugs to try to achieve that ‘dream’ image so often ‘unrealistically’ portrayed in TV or magazine advertising, ‘soapies’ and at the movies.

The following article is an example of how young males are affected by the media pressure to conform to a stereotypical body image.

Boys succumb to image ideal

*The Age March 27 2003 by David Rood*

Teenage boys are increasingly turning to diets, food supplements and heavy workouts as they strive to conform to the slim and muscular body images of popular culture and sport. While much is known about the pressure exerted on adolescent females by idealised body images, research academics and clinicians are warning about a similar increase in pressure on adolescent males.

Deakin University psychology lecturer Marita McCabe said the image of the ideal muscular male - “six-pack”, cut abdominal muscles, and the body beautiful - was the result of the media and advertising. “I think we started off with Arnold Schwarzenegger and Sylvester Stallone and now there are many more subtle images in the media of this muscular male ideal,” she said.

While Dr McCabe stressed that exercise and healthy eating were positive, she said problems arose when behaviour was taken to extremes, such as exercise dependence. “Teenage boys try to change their body image by dieting, taking food supplements and exercise . . . There are adolescent boys adopting extreme behaviours and it will become more of a problem,” she said.

This week an Eating Disorders Foundation seminar in Sydney was told that up to a third of NSW teenage boys were trying to gain weight. The figures were the result of recent research, conducted by Sydney University’s Dr Jenny O’Dea, on 400 NSW schoolboys aged 13 to 18.

Experts argue that the problems of body image are compounded by the lack of recognition among males of the media’s influence over their perceptions of their bodies. Dr McCabe said her studies had shown that females were more able to recognise the pressures over body image. “It’s not as acceptable for them (boys) to say ‘I want to have this wonderful body’, but that is really what they are after. It’s much messier and not as clear cut with guys, and the pressure is increasing,” she said.

A Melbourne High School year 11 student and keen rower, Duncan Fitzpatrick, 16, is acutely aware of the media pressure to conform to the male body image. “You look at movies like XXX with Vin Diesel - six foot four, built like a brick wall - and ads for clothes and things . . . they’ve got picture of guys with no shirts and big abs,” he said. Schoolmate Cem Mankir, 17, who spends three or four sessions a week in a gym, said working out improved self-confidence. “When you’re out in public it’s easier to socialise and people look up to you more,” he said.
All about body image

Exercise 1 - Who says so?

a) Read the article ‘Boys succumb to image ideal’.

b) In a group of 3 or 4 students, choose ONE of the following statements and create a list of at least 5 arguments for each side (positive and negative) of the statement you have chosen:
   - Advertising and media promote an ideal body shape that doesn’t reflect reality.
   - Advertising, media and ‘celebrity mania’ lead to negative body image and obsession about the way we look.
   - Body image affects girls much more than boys.

c) Conduct a ten-minute debate against another group in your class who chose the same statement. Use the positive or negative arguments from your list as support. Each team has a total of five minutes to state their case. The audience can vote for the side they think presented the strongest argument.

d) Go to www.goforyourlife.vic.gov.au and do the quiz appropriate for you:
   - Guys - how do you feel about your body? or
   - Girls - how do you feel about your body?

Exercise 2 - Celebrate diversity!

a) Individually or as a group, create a poster or a collage from photographs, newspapers or magazines, which celebrates diversity in body weight and shape. Some themes for the poster message could be based on:
   i) portraying the relationship between shape and/or weight and health, as a myth
   ii) challenging stereo-typical images and messages
   iii) showing the impact of media images on people’s health, body image and self-esteem.

b) As a class seek permission to display a selection of the posters in the school foyer.

c) Choose a class representative to make a presentation at the school assembly on one or, a combination of all of the messages. If appropriate, collaborate as a class to create a power-point presentation for the nominated person to use.
All about body image

A poor body image can often result in negative behaviours such as avoiding participating in sport, lacking confidence to try new fun activities, rejecting friends or even over spending. Making the first move to turn things around and feel more confident and accepting of oneself can be done by setting realistic long term and short term goals.

Exercise 3 - Let’s do a turn around!

a) Choose one of the following scenarios and answer the questions below.
   – Someone you know is always putting him/herself down because his body image does not match those images shown on TV or in magazines.
   – A friend never wants to participate in physical activity because there is no role model for his/her particular body shape.
   – Your friends won’t go swimming because they are too shy to wear their bathers in front of other school students.

i) What does this behaviour tell you about your friend/s?

ii) What could have influenced him/her to feel this way?

iii) How can you help them improve their self-esteem?

iv) What could you say to your friend/s to encourage them to participate?

b) Use a visual organizer to help you create a story board or write a newspaper article which illustrates/describes how a person with a previously low self-concept was able to take positive steps to improve their perception of their body and increase their self-esteem. For instance, they may have sought help from friends or family, had nutrition counselling or increased their physical activity level. Maybe you played a role in helping them!
   – Share your story with the rest of the class.
   – Discuss problems that could be encountered when offering help to friends.
   – What might be the consequences for this person in ten years time had they not taken this action?
Looking the part!

Sports clothing and equipment frequently display the manufacturer’s name or logo. Through clever marketing, the logo becomes a symbol not only of the product, but also of the lifestyle advertised along with it. High profile branded sports clothing is expensive because it is in demand from consumers who are subconsciously wanting to buy the 'lifestyle' as well as the product.

Exercise 1 - All the gear I need
Because young people see status in wearing sports brands, friends and peers can put unknowingly pressure on a young person to buy things that he/she mightn't really need or be able to afford. Answer the following questions.

a) What physical activity or sport do you enjoy playing? Make a list of the clothing and/or equipment that you use.

b) How much did each item cost (approximately)? Total the amount.

c) List five ways in which you could have reduced the costs of your clothing and equipment.

Exercise 2 - Show me the logo!

a) Identify four sports logos or brands and complete the following table. You may have to draw the logo. One example is shown.

<table>
<thead>
<tr>
<th>Logo/branding</th>
<th>Company</th>
<th>Marketing slogan</th>
<th>Celebrity</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nike</td>
<td>Just do it!</td>
<td>Tiger Woods</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) If you wear these brands, what do you think they convey to others about you as the wearer? Do they make you feel more athletic, or 'cool', or successful? Explain.

c) Create a comparison/contrast web to compare the advantages and disadvantages of wearing 'brand name' sports clothes.
Looking the part!

Exercise 3 - Imagine this!

a) Read the following statement:

‘Image is essential if you are going to succeed at sport’

b) Divide into groups depending on whether you strongly agree, agree, strongly disagree, disagree or, have no opinion on the statement. Each class member can challenge students in the other four groups and move around if the facts or arguments persuade them to. Agree on a time limit eg. five or ten minutes.

c) At the end, one representative from each group can justify the group’s position.

Exercise 4 - Plus, minus and interesting

a) Use this exercise to test your thinking skills! Choose one of the following statements and write all the ‘plus’ arguments to support the statement into the left hand circle and all the ‘minus’ arguments into the right hand circle. The area where the circles overlap is for you to place ‘interesting’ points that you may like to discuss further in class.

Here are statements you can choose for this activity:

- Sports clothing is more about fashion than practicality.
- Top-of-the line equipment gives people the winning edge when playing sport.
- Sports clothing manufacturers give a lot back to the community in return for their huge profits.
- You need to be well-off to fully participate in sports and physical activity.

b) Now you have analysed these statements, will your findings have an influence on your spending? Will they influence your attitude to ‘name’ brands? Explain your reasons.
Skin cancer alert as solarium use soars
by Kenneth Nguyen, The Age April 30 2004

The glacial beauty of Nicole Kidman and Cate Blanchett might be celebrated on magazine covers and the silver screen, but on the streets of Melbourne the potentially lethal “bronzed Aussie” look holds a stronger sway than ever.

Health authorities warn of an explosion in skin cancer rates following the Cancer Council of Victoria’s release of figures yesterday showing a doubling in the number of solarium operators in Melbourne in the past five years. “There has been extraordinary growth in the industry,” says Craig Sinclair, chairman of the council’s skin cancer committee. “You’ve got a huge number of entrepreneurs wanting to get people in their doors and clearly our concern is that some consumers are probably not being adequately informed of the risks associated with sunbeds.”

There are now more than 140 solariums in Melbourne, up from 76 in 1999, council statistics say. About one in 10 Australians aged between 14 and 29 have used a sunbed in the past 12 months.

Why are young people running the risk of skin cancer and premature ageing? The editor of young women’s magazine Cosmopolitan, Mia Freedman, says suntans remain at the heart of Australian notions of beauty. “It’s great to have some paler role models out there - Nicole, Cate, Kylie (Minogue) is another one - but there is that feeling that women feel slimmer and more healthy when they are brown,” Ms Freedman says, wryly referring to those who misuse sunbeds as “tanorexics”. “On the plus side, I think people are moving away from the sun, but there is a misconception that solariums are safer than the sun.”

As she makes clear, nothing could be further from the truth. Sunbeds can emit ultraviolet radiation five times stronger than Australia’s summer midday sun, according to a World Health Organisation booklet on sunbed use, launched at this week’s 18th World Conference on Health Promotion and Health Education.

The growing use of sunbeds will only increase rates of skin cancer, which affects about one in two Australians, SunSmart program manager Julie Hassard says. “Deliberate exposure to UV radiation, in any form, carries the risk of skin cancer,” she says.

The Cancer Council urged solarium operators to abide by self-regulatory safety standards. These ban children under 15 from using solariums, require parental consent for consumers under 18 and call for the display of notices warning of the dangers of UV exposure.

Exercise 1 - A healthy tan?

a) Read the article Skin cancer alert as solarium use soars.
b) Answer the following questions about the article:
   i) Why are health authorities concerned about the growing use of solariums?
   ii) What are the dangers associated with the use of sunbeds and solariums?
   iii) What are some of the requirements of the safety standards that solarium operators are asked to abide by?
A pair of stylish sunglasses can add instant sex appeal. They can also stop us getting long-term sun damage. JESSICA HOUGH sheds light on why it’s cool to be safe.

FOR DECADES sunglasses have been synonymous with looking cool. Now we know they can protect our eyes from long-term sun damage too. Since science discovered the harmful effects UV rays have on the skin, we’ve come to understand they can also hurt the eyes. UV-A and UV-B rays can contribute to cataracts (a permanent clouding of the lens inside the eye, which reduces vision), as well as age-related macular degeneration, which is the hardening of arteries feeding the retina and the leading cause of vision loss in Australians aged over 60.

Wollongong optometrist Alison Swan says those who spend a lot of time outdoors without the protection of sunglasses are prone to another condition. “One of the major problems, and one of the most common ones, is pterygium (pronounced ter-ig-ee-um), which is like a thickening of the skin on the white of the eye. It causes a red flap that grows across the coloured bit, across the cornea, and that’s very common for outdoor workers,” she says. And the dangers don’t end there, because the very sensitive skin that makes up the eyelid is highly prone to skin cancers. “The other thing that sunglasses can protect you from is eyelid lesions. If they occur they’ll need to be removed,” Alison says.

Eye specialists agree the best style of sunglasses are the ones that cover as much of the eye and face as possible. In Australia it is a legal requirement of sunglasses to protect from UV light. “You need sunglasses that give you reasonable coverage. Small sunglasses are not really worth wearing, so you need fairly large sunglasses, probably more of a wrap type, to give you the best coverage. They need to have the 100 per cent or 99 per cent UV protection - most of them will be marked that they comply to the Australian standards - then they’re fine as far as UV protection goes,” Alison Swan says. “That said, it’s better to have a cheap, well-designed pair of sunglasses than none at all. As long as they’re a good shape and they’re a good fit so they’re not slipping ... it will be much the same with a cheap pair or a more expensive pair; it’s about the quality of the frame and the quality of the lenses.”

The Australian Standard AS1067 – Sunglasses and fashion spectacles identifies five levels of UV protection through the use of the following classification system for all sunglasses:

<table>
<thead>
<tr>
<th>rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Fashion spectacles: providing some protection from UV radiation but no reduction in sun glare.</td>
</tr>
<tr>
<td>1</td>
<td>Fashion spectacles: providing protection from UV radiation and limited reduction of sun glare.</td>
</tr>
<tr>
<td>2</td>
<td>Sunglasses for general use: providing good protection from UV radiation and sun glare.</td>
</tr>
<tr>
<td>3</td>
<td>Sunglasses providing extra protection from UV radiation and sun glare.</td>
</tr>
<tr>
<td>4</td>
<td>Sunglasses providing a high level of protection from UV radiation and sun glare.</td>
</tr>
<tr>
<td>5</td>
<td>Sunglasses must block out at least 95% of UV radiation to meet the Australian Standard AS1067.</td>
</tr>
</tbody>
</table>

Source: Standards Australia www.standards.org.au
Being sun smart: sunglasses

a) Answer these questions:
   i) What eye problems are associated with prolonged exposure to UV-A and UV-B radiation?

ii) Why is the eyelid prone to skin cancer?

iii) Is price an indicator of quality? Explain.

iv) What type of sunglasses do eye specialists recommend?

v) What things should you consider when selecting sunglasses?

b) Use this information to write ten tips (in your own words) for buying sunglasses and compare with the rest of the class. Using a graphic design format eg. Quark Xpress, create a poster or an e-card using your tips.
**Exercise 2 - Check your specs!**

**a)** With two other classmates, select two brands of sunglasses or fashion glasses to investigate. Make them as different as possible. Use pairs that you own, or record information about them in a shop. Look at the information provided on stickers, tags, or on the company website.

**b)** As a group, complete the table below with information about both pairs of sunglasses.

<table>
<thead>
<tr>
<th>Information and Criteria</th>
<th>Pair 1</th>
<th>Pair 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make and model</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Price</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complies with Australian Standard?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UV protection level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fit and comfort (give a star rating 1-3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lens distortion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glare reduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Style and visual appeal (give a star rating 1-3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health claims made (stickers, tag, website, advertising)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**c)** Based on your completed table which pair of sunglasses would you recommend to your classmates? Briefly summarize your reasons why or why not.

**Exercise 3 – Sunglasses as part of the school uniform**

In a small group, write a submission to your school’s student representative council proposing the addition of sunglasses to the school uniform.

In your submission, include:

- evidence of the eye problems associated with UV exposure (check out the Sun Smart fact sheet at www.sunsmart.com.au)
- guidelines for the selection of a suitable style of glasses to be worn by all students.
SECTION D
Promoting physical activity

Aims and overview
In this section students are provided with opportunities to:
– explore changing patterns in participation in physical activity
– identify and understand the benefits of physical activity
– evaluate local facilities and services for ‘affordable’ physical activities.

Key concepts
Physical activity, participation, benefits, physical wellbeing, competitive versus non-competitive sport.

Learning outcomes
At the end of this unit, students should be able to:
– assess their own fitness level and choose a physical activity that suits their needs
– use visual thinking programs such as Inspiration® and graphic organisers to map their thinking processes and actions in regard to physical activity
– set personal and realistic goals to achieve the recommended level of physical activity for their age group.

Background
The National Physical Activity Guidelines for Australians (Adolescents) at www.health.gov.au were used as a basis for the activities in this section. The Guidelines were developed by the Australian Government and refer to the minimum levels of physical activity required for good health. They are not intended for high level fitness or sports training.

Young people need to be encouraged to participate in competitive and non-competitive physical activity for their overall health and wellbeing, however, it is important that students are graded against themselves and not others. Exercises using scales and calliper tests should be avoided to remove over-emphasis on weight. It is also recommended that terms such as ‘weight loss’, ‘fat’ or ‘unhealthy’ are replaced with ‘physical wellbeing’ and ‘active lifestyle’.

Introductory activity
Before students commence this section they need to identify and understand the benefits of physical activity.

a) Discuss the benefits of physical activity and create a list using students’ suggestions.

b) Next, build a list of physical activities that they engage in, or would like to engage in, and then relate these activities to the list of benefits. For instance, a daily 30 minute moderate walk with friends could provide an opportunity to discuss/resolve shared problems. Students can use this methodology when setting physical activity goals so that they can choose activities that provide the maximum benefit combined with the most enjoyment.

c) For students who cannot participate in competitive physical activity for cultural or other reasons, discuss alternative activities eg. walking dogs from the local dog shelter, gardening or yoga.

This activity is an excellent introduction to:
WORKSHEET D2 - Be healthy, get active! Exercise 2 – Getting into action!
Advances in technology over the last 50 years have made changes to the way we do things, ie greatly reducing the need for human movement. Even changing the TV channel and opening the garage door require little or no effort (unless you misplace the remote controls). Unfortunately, this decrease in activity has been associated with many growing health problems such as heart disease, obesity and diabetes.

Exercise - The olden days!

a) Design an interview with a parent (or an adult from your parents’ generation) and also a grandparent (or an adult of that generation) about the changing pattern of physical activity. Create at least twelve questions to explore a range of activities associated with household cleaning; food manufacture and consumption; recreation; building construction; and travel (eg. to and from school and work). If possible interview a male and a female to get more varied examples.

b) Record your own answers to the interview questions.

c) Collate the answers from each interviewee (including yourself) using a graphic organizer. Use this information to write a 350 - 500 word newspaper article or create a home video, to portray the changes that have occurred in people's physical activity habits over three generations. Would our busy lifestyles cope with the way things were done in the 1950's? Why/why not?

d) Create a poster or write a radio advert advising of opportunities to help increase physical activity in our daily routines. For instance, a poster to be placed near a lift could advise using the stairs.

Get active, enjoy life and have fun!

- Think of movement as an opportunity not an inconvenience
- Be active every day in as many ways as you can
- Try and do at least 60 minutes of moderate physical activity every day
- Enjoy some ‘huff and puff’ exercise for extra health and fitness; three or more times a week.
The National Physical Activity Guidelines for Australians refer to minimum levels of physical activity required for good health. Of course, best results are achieved when an active lifestyle is combined with healthy eating.

Exercise 1 - Am I active enough?

a) Visit www.health.gov.au and enter ‘National Physical Activity Guidelines for Adults’ into the search function. Write a brief summary in your own words of each of the four main Guidelines.

b) What do the Guidelines recommend for your age group? Find the answer and use the information to offer other young people tips about the benefits of exercise, and practical, appropriate suggestions for becoming more physically active. You could present this information as:
   – an article for a young people’s magazine
   – a web page (design text and pictures)
   – a talk with PowerPoint presentation
   – a poster

Exercise 2 – Getting into action!

If you are between 12 and 18 years, ask yourself the following questions:
– Am I doing at least 60 minutes of moderate to vigorous physical activity every day?
– Am I spending less than 2 hours a day (in total) surfing the net, watching TV or playing video games? (... education purposes excepted!)

Did you truthfully answer ‘yes’ to both questions? Well done and keep it up! You are meeting the physical activity level recommended for your age group in the National Physical Activity Guidelines.

If you answered ‘no’ to either question, you need to seriously think about how you can become more active.

a) In groups of four, list at least 12 ideas for getting active. Try to include as many free physical activities as you can. If you need help, visit www.goforyourlife.vic.gov.au Click on ‘teenagers’ and then ‘active living’, for fun suggestions.

b) Using a computer program, butcher’s paper or the chalkboard, create a combined class list using the suggestions from each group (delete any duplications). Rate the activities in order, staring with 1 as being the easiest (no excuses) to incorporate into daily routines.

c) Consider any barriers that may arise and devise strategies you can use to overcome them.

d) As a class, use the combined list of physical activities to discuss each suggestion in terms of the benefits (physical, social, emotional or psychological) to be gained from each activity.

e) Send an email, or an SMS, to a friend inviting them to join you in one of the activities on the list, after school eg. for a ‘vigorous’ walk.

Be healthy, get active!
Exercise 3 - My 7 day activity plan!
The benefits of being active are huge! It helps you to relax and sleep better, builds up your stamina and improves your concentration. Participating in physical active can also help you make new friends or, catch up with old ones. Get more play into your day!

a) Decide how you will record your physical activities for the next seven days. You may choose a grid, a concept/visualization map or a computer flow chart. For each of the seven days, include provision in your recording for the following information:
- activities you would normally do on this day
- any new activities you have included (eg. from the list created in Exercise 2)
- how much time was spent on the normal activity
- how much time was spent on the new activity
- how much leisure time was spent watching TV, surfing the net or playing video games (homework doesn’t count here!)

At the end of the week, total the time spent on physical activities and on the time spent watching TV, surfing the net or playing video games. You may be in for a shock!

b) Analyse the results of your 7 day activity record and write yourself a physical activity report. For instance, what did you do that was different? were there any benefits? what do you need to do more/less of? Make your report as detailed as you can and include recommendations.

c) From the recommendations in your ‘activity report’, design an action plan for the next seven days. For instance, if you found you spent more than 2 hours in total watching TV, surfing the net or playing video games, prioritise which you like doing best and set limits. Your favourite TV programs may be on Day 3, so surf the net on Day 4.

To help your action plan become a reality why not use “goals steps”. Choose what you want to achieve. Then break down the goal into steps. Mark off each step as it is achieved.

Reflect on your goals and if required make changes along the way. An example below.

GOAL - To be able to run non-stop for 30 minutes.
- Jog for 25 min and then walk for 5 min
- Jog for 20 min and then walk for 10 min
- Jog for 15 min and then walk for 15 min
- Jog for 10 min and then walk for 20 min
- Jog for 5 min and then walk for 25 min
- Walk briskly for 40 minutes
Taking the first step!

All goals you set for yourself should be realistic and achievable. For instance, your current level of physical activity will determine the goals you set for yourself and, the steps you need to take to achieve them. It is important to know that your plan may not be the same as your friends or classmates. Your needs are unique!

Exercise 1 - Just one step is all it takes!

a) Using your favourite concept map eg. Inspiration®, design a plan to help you achieve your pre-determined goal. Here are some headings to guide you but you may add more:
- My goal is…..
- Why do I want to achieve this goal?
- What are the pressures/influences on me?
- What things do I need to help me?
- Who are the people to help me make it?
- What are my options to achieve my goal?
- What are the risks/disadvantages and advantages of each option?
- What information do I need to choose the best option?
- How will I cope with any set-backs?
- My best option is…….

b) Once you have decided the option best for you, design an activity flow chart or a table like this one, showing the steps and the time needed to put your plan into action. The National Physical Activity Guidelines for Australians at www.health.gov.au can help.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Steps to take</th>
<th>Activities I can do</th>
<th>Time set to reach goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>To achieve 30 minutes of physical activity a day</td>
<td>eg. start building up to 30 minutes of moderate physical activity every day.</td>
<td>eg. I will ride my bike to school. I will walk the dog each afternoon.</td>
<td>eg. by the end of week four.</td>
</tr>
<tr>
<td>To achieve 60 minutes of physical activity a day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To join the local Rover group</td>
<td></td>
<td></td>
<td>eg. start of 3rd term</td>
</tr>
<tr>
<td>To play cricket/softball</td>
<td>eg. ask the Phys Ed teacher what to do</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The amount of physical activity in your daily routine impacts on your overall level health & wellbeing which in turn, can impact on how confident and assertive you are as a consumer. Think of the consequences of feeling ‘down’ when you go shopping! The chances of ‘impulse spending’ to cheer yourself up would be much greater, as would the risk of getting into debt.

So how do you increase your level of physical activity? Well, don’t worry if extreme sports are not your go, or you are not a star athlete. Try walking! It’s the easiest way to fit physical activity into your day. Or what about dancing! You can do this at lunch time with your friends. Start a salsa session!

Physical activity has many more benefits than just keeping you fit. Because you are interacting with people there are social benefits which can trigger positive emotions such as feeling happy, relaxed and confident.

**Exercise 1 - The domino effect!**
Complete the following grid and you will see how different activities can impact on your physical, social and emotional wellbeing.
Discuss your findings with the rest of the class. Add some other activities!

<table>
<thead>
<tr>
<th>Activity</th>
<th>Physical impact (think about your body)</th>
<th>Emotional impact (I feel...)</th>
<th>Social impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watching TV for 20 or more hours a week</td>
<td>eg. my back aches when I slump in the chair. I eat lots of chips.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Going for a 30 minute walk three times a week</td>
<td></td>
<td>eg. I walk with a friend and we have lots of goss!</td>
<td></td>
</tr>
<tr>
<td>Surfing the net for 30 or more hours a week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing volunteer training with a community organisation eg. CFA</td>
<td>,eg. I feel happy knowing I am helping the community. It feels good.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joining a lunchtime dance session</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cycling, skateboarding or walking to school</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fit consumers are smart shoppers!

Being physically active does not have to be expensive. Local councils, schools and governments fund some sporting programs and facilities that you can enjoy at a reduced cost. However, you do need to consider the cost of equipment, lessons, club memberships, competition fees, and transport to and from venues when choosing an activity.

Fitness and leisure centres and gyms and offer a variety of activities, but you need to shop around for the best deal and be careful what you are signing up for.

Before entering into an agreement or contract with a gym or a weight loss service, the company must give you the following information either verbally or in writing:

– the total cost of the goods or services
– whether or not a cooling-off period is in the agreement
– how to exercise any right to cool off
– their contact details.

Call Consumer Affairs Victoria on 1300 55 81 81 if you need more advice and information.

Exercise 2 - Exploring the options

a) As a group, use your research skills to find three different ‘keep fit’ options in your local area. Use the table below to evaluate the options.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Place</th>
<th>Costs (if any)</th>
<th>Time</th>
<th>Close to Transport</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

b) Present your group’s research findings as either a written report or a spoken presentation to other class members. Make sure you state which physical activity option you recommend and why.
Fit consumers are smart shoppers!

Exercise 3 - Low cost, high benefits!
Imagine you and your friend/s are setting up a ‘no-cost’ activity group for young people. That means they don’t have to pay to join, or to participate. Your funds are very limited and you have no venue.

a) Create a concept map or use ‘Six Thinking Hats’ to brainstorm:
   i) 10 - 20 ‘no-cost’ fitness activities suitable for young people
   ii) where the activities will take place
   iii) how often the sessions will be held
   iv) what equipment you may need and how you will provide it with no funds
   v) how you will promote the sessions. Remember not to make any misleading claims!

b) Write up your findings as a contribution to a class directory or web page which promotes greater participation in physical activity for young people.

c) Design a poster for display in your school, a page for the school intranet, or an article for the school newsletter, which also encourages participation in low-cost activities and sports.

d) Email your article to www.youthcentral.vic.gov.au ‘Have your say…’ section.

Exercise 4 - Get involved!
Visit www.goforyourlife.vic.gov.au and find information relevant to your age. Go to the “How do I?” drop down menu to locate a sports club in your area. Choose an activity which interests you but which you’ve never tried before and check out how you can get involved. List some activities you would consider having a go at and which ones are not for you.

And don’t forget the water!
Water is an important part of any nutrition or fitness program. However, you don’t need to buy the expensive flavoured water or sports drinks that have hit the market unless you are in a highly competitive environment. Tap water has the added benefit of being very accessible and ‘almost’ free.

Extension activity
You will find some fun quizzes to test your physical activity rating, as well as some other interesting tips, on the following websites:
- Victorian Government website www.goforyourlife.vic.gov.au
- Healthy Eating Club website at www.healthyeatingclub.org, click on Assess your Diet and select the Physical Activity Score quiz.
SECTION E

Responsible gambling

Aims and Overview
This unit aims to enable young people to understand when gambling is a problem, the effects that problem gambling can have on personal health, and to explore resilience strategies and avenues of support for problem gambling.

Key Concepts
Problem gambling, responsible gambling, personal health and effects on health, impulses, resilience, support

Learning outcomes
At the end of this section students should be able to:
- identify the causes and outcomes of problem gambling as an example of risk-taking behaviour
- analyse negative health outcomes associated with problem gambling
- understand resilience strategies for problem gambling
- analyse support offered for problem gambling in the context of youth needs

Background Information
Gambling is any activity where money (or anything of value) is put at risk on an event of uncertain outcome that relies, in part or entirely, on chance. Gambling includes:
- Gaming – where the outcome is decided largely by chance. Examples include lotteries, pokies, bingo, Scratchies, casino and card games.
- Betting or wagering – on the outcome of a future event. Examples include horse racing, sports betting, Internet betting and TAB betting.
- Speculation – such as gambling on the stock market.

Appropriate definitions for teachers to use and refer to are:
Responsible gambling - Responsible gambling is about minimising harm caused by problem gambling while accommodating those who gamble without harming themselves or others.

Problem gambling - Problem gambling is defined as behaviour characterised by difficulties in limiting money and/or time spent on gambling, which leads to adverse consequences for the gambler, others or for the community.

Useful Resources
www.problemgambling.vic.gov.au
www.justice.vic.gov.au >gambling and racing> responsible gambling
www.youthgambling.com
www.betterhealth.vic.gov.au
Responsible gambling


www.austgamingcouncil.org.au

It is illegal for anyone under 18 to gamble, including on Scratchies and Lotto. In 2006 the Department of Justice published Problem gambling: a guide for Victorian schools (copies can be obtained by visiting www.probлемgambling.vic.gov.au/contact-us). It cites a 2000 study that found that 41 per cent of year 8 students had gambled in some form over the past 12 months. Scratchies and lotto are the most common forms of gambling for young people. In the same study close to 50 per cent viewed gambling as a way to make money. The guide cites research that suggests that problem gambling in adolescents may be more prevalent than the adult population. Clinicians claim that these gamblers rarely identify as problem gamblers, possibly because the stereotyped gambler has little in common with an adolescent. Young problem gamblers are more likely than non-gamblers to report higher rates of depression and anxiety, participate in risky behaviour such as alcohol or drug use, be involved in crime and develop problems with family and friends. It has been shown that young adolescents are generally still forming their attitudes to gambling, leading to early intervention as a strategy to reduce problem gambling.

Issues raised in this section may lead to notice of problem gambling in students or within students’ families. Any issues should be handled with sensitivity. Gamblers’ Help Line is 1800 858 858. Kidshelp Line – www.kidshelpline.com.au or 1800 551 800

Introductory Activities

Conduct a class discussion:

a) Asking students whether they have participated in any form of gambling over the past month, e.g. Scratchies or Lotto, and discerning what their attitudes to these games might be, e.g. ‘I know I’ll be lucky one day.’

b) Brainstorming with students different kinds of gambling. A concept map could be used for this.

c) Briefly discuss with students what gambling might have to do with health as a way of introducing the topics to be explored in this section. Make sure students can distinguish between the physical, emotional, intellectual/mental, social and spiritual dimensions of personal health. It is important to distinguish between gambling as recreation, and problem gambling. It may be counterproductive to raise the skepticism of some adolescents by claiming for example that all gambling is detrimental to health.
Exercise 1 – What’s the problem?

For this exercise, work with a partner or small group

a) In the list below, the reasons why people in general gamble are mixed with reasons that influence problem gamblers. Display these reasons in the form of a Venn diagram, where the overlapping section shows a reason that problem gamblers and people in general may have in common. An example is done to start you off:

- Parents may encourage it.
- Feel a sense of security when they gamble – they may feel they don’t belong in social settings other than the gaming venue.
- Wanting to, or feel they have to, do the same as their friends.
- Want to escape from reality and forget their troubles and problems.
- May be expected as ‘something we do in our family’.
- Need something to do because they don’t have any interests, sports or hobbies they enjoy.
- Providing company for another person who is already gambling.
- Desire an easy, comfortable lifestyle without having to earn the money to pay for it.
- Want to give family and friends luxurious possessions.
- Cannot give up the dream of great wealth, even in the face of repeated financial losses.
- Want to put forward a powerful image.
- Feelings of nervousness, irritability, indecision and frustration disappear.
- Relieving boredom.

Why do people gamble?

b) Consider two reasons you placed in the overlapping section. Why did you place them there? Now compare and contrast two reasons from each section that are not overlapping. What makes two of them associated with problem gambling and two not?

c) Discuss with your partner whether there are any other reasons for gambling. Compare your results for this exercise with the rest of the class.

Exercise 2 – Gambling traps
Read Michael’s* story and then complete the activities that follow

Each week my family buys a Lotto ticket and we watch the draw on TV. Our numbers are our ages and our birthdays. Mum said these numbers would be lucky for us. It’s exciting watching the balls drop and hoping they will be our numbers. The family has won some small amounts of money but nothing big yet.

I have a computer connected to the internet in my bedroom and I like to surf the net. One night I found an overseas gambling site where I could play lotto online. The trouble was that you had to have a credit card to play. I had money saved from my part-time job that I wanted to use, but I didn’t think Dad would let me use his credit card. Even though I wanted to play, I knew I couldn’t. So I tried to shut down the site. A few seconds after I shut the site, it came back asking me to play. I shut it down and it kept coming back. I thought this had to be a sign that I would win if I played.

I decided to try. My plan was to use Dad’s credit card and pay him for what I’d used plus surprise everyone with the money I’d won. So I took Dad’s credit card number off one of his receipts and started playing with $100 credit.

I didn’t win anything for a couple of games, then I thought, I’d paid for them, so I should keep playing. Then I won a $15 then a $10 and a $20 prize. My luck was in. Then I changed my strategy. I decided that I should keep playing with the same set of numbers every time. I’d heard that I would be more likely to win this way. I kept playing and sometimes I was very close to winning. One time I got four number and all the other numbers were one off! I was so close I was sure I was going to win. One of my numbers is nine. In one game there was 10 and an eight, so close to my nine. I was so sure I was going to win the big one that I used Dad’s credit number again and again.

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*Michael’s story is fictional and used for educational purposes.
Why do people gamble?

I couldn’t think about anything else except playing online and worrying about what I owed on Dad’s card. I couldn’t concentrate on my jobs at home and Mum started asking me what was wrong. I just couldn’t tell her what I’d done and that now I owed Dad more than I could pay him. I just kept playing to try to win Dad’s money back. Then Dad checked internet banking and saw what he called ‘some unauthorized use of his card’. When he phoned the bank to complain about the $400 I knew I was in big trouble.

Michael, aged 15
*Michael is not his real name.
Reproduced from What are the odds? Understanding the risks education kit, Sue Thompson, Powerhouse Museum, 2004

a) List the reasons for gambling that you can identify in this story.

b) Lotto numbers are generated randomly, that is, each time they are drawn it is a fresh game and which numbers are drawn is pure chance – the machine has no memory of previous draws. Using this knowledge, explain the mistakes in Michael’s thinking.

c) Was the pop up advertising the site really a sign that Michael would win?

d) Did Michael steal from his father or was it just borrowing?

e) Think of an alternative way Michael could have paid his father back, rather than continuing to gamble.

f) How did this episode affect Michael’s health and wellbeing?

h) Explain Michael’s belief in luck and strategy for winning.
Problem gambling and individual health

The continuum below shows the stages that a gambler may go through from gambling as a recreational activity to severe problem gambling.

<table>
<thead>
<tr>
<th>No problems</th>
<th>Moderate Problems</th>
<th>Severe Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viewed as</td>
<td>Seen as</td>
<td>Present as</td>
</tr>
<tr>
<td>Entertainment</td>
<td>Guilt</td>
<td>Depression</td>
</tr>
<tr>
<td>Hobby</td>
<td>Arguments</td>
<td>Suicidal thoughts</td>
</tr>
<tr>
<td>Social activity</td>
<td>Concealment of gambling</td>
<td>Divorce</td>
</tr>
<tr>
<td>Pleasant surroundings</td>
<td>Some depression</td>
<td>Debt and poverty</td>
</tr>
<tr>
<td></td>
<td>High Expenditures</td>
<td>Crime</td>
</tr>
<tr>
<td></td>
<td>Anxiety</td>
<td>Chasing big losses</td>
</tr>
<tr>
<td></td>
<td>Win back losses</td>
<td></td>
</tr>
</tbody>
</table>

Source: www.problemgambling.vic.gov.au

Exercise 1 – Looking for signals.

Choose a partner and work together on the task below

a) For each of the following, describe briefly what the problem might feel like for the gambler, look like and sound like. An example has been done for you, complete the missing information in the second Y diagram.

Example: Guilt

Sounds like

"I'm sorry ...."
Getting defensive

Feels Like

Shame
Queasy or sick

Concealment of gambling

Sounds like

Arguments
Debt and poverty
Depression

Feels Like


Looks like

Doing nice things for others to compensate guilt feelings
Gambling more to win back losses

Looks like

Problem gambling and individual health

Exercise 2 – Effects on personal health
a) Show how problem gambling could affect any three of the following dimensions of personal health – physical, emotional, intellectual/mental, social and spiritual.

b) Explain how someone with strong personal health might be able to prevent their recreational gambling from turning into problem gambling. Use an example to help explain what you mean.

c) How can being aware of the effects of problem gambling on health help you to manage your own attitudes to gambling and gambling behaviour?

Exercise 3 – Learning from experience
a) Give an example of a time when you were able to easily control your impulses, for example when eating chocolate, being offered a cigarette, or deciding to play computer games. What happened? What did you say to yourself and do to control the impulse?
Problem gambling and individual health

b) Now give an example of a time when it was difficult to control your impulses. What happened? What did you say to yourself and do? How was it resolved in the end? Have you put in place any strategies to manage that impulse more easily?


c) Compare the easily managed impulse to the more difficult one. Why was one easier than the other?

Share your stories from a) and/or b) with the rest of the class. Include a discussion on whether strategies to manage particular impulses could be used for any impulse.
Problem gambling – effects on others

Exercise 1 – Jenny and Zoe’s story
Read the story and then complete the tasks that follow

Jenny is a 37 year old single mum to Zoe, 15, a Year 10 student. Following Jenny’s divorce from Zoe’s father two years ago, Jenny has not been her usual bubbly and happy-go-lucky self. From being a very reliable and responsive parent to Zoe, Jenny has become increasingly disorganized and irresponsible. At least three nights a week, Jenny calls Zoe after school to say she will be a little late but then does not turn up until hours later. This has left Zoe feeling confused, lonely and unwanted. She wants to believe her mother when she gives yet another excuse for being late like ‘the car ran out of petrol’ but Zoe is starting to worry that something is really wrong.

Zoe has wanted to talk to her mother about what is going on but does not want to upset her because she feels that Jenny has been through enough unhappiness with the divorce. Sometimes Zoe has wondered if Jenny is meeting someone that she doesn’t want Zoe to know about. Whatever the reason for her mother’s absences, Zoe feels constantly worried about the situation. She finds it hard to sleep at night and her school work is starting to suffer.

Just when Zoe starts thinking that she should say something, Jenny comes home with lots of money and seems like her old happy self again. On such occasions Jenny shouts Zoe out for a meal and a movie and promises to buy her the latest fashion clothes. Bills get paid on time, there is plenty of food in the house, and Zoe gets paid pocket money. At such times, Jenny even picks up Zoe from her bus stop and helps her with her homework. Just as suddenly as the good times arrive, however, Jenny’s unreliable behaviour returns.

Things came to a head recently when Zoe came home earlier than usual from school and found her mother breaking into a purse full of coins in Zoe’s bedroom. When discovered, Jenny broke down and told Zoe that for the last two years she had been gambling on the pokies. Jenny felt ashamed and guilty about how she had treated Zoe but had not felt able to stop herself. Suddenly everything made sense to Zoe. Part of her felt relieved that she knew why Jenny had been behaving so strangely but she was still worried about her mum.

Zoe spoke to her school counsellor and was able to talk about her concerns about her mother and about how her mother’s gambling was affecting her. The counsellor spent time talking with Zoe and was able to then refer her to the Gambler’s Help Helpline, which she called with Jenny.

Jenny now attends weekly counselling for her gambling problem. She has also spoken to a financial counsellor for guidance with managing her debts. Zoe has been able to discuss her concerns and feelings about Jenny’s gambling with her mum and they have talked to the Gambler’s Help counsellor together. Slowly, things are starting to improve. Zoe is feeling happier and has stopped worrying about her mum.
Problem gambling – effects on others

a) What were the signs that Jenny had a gambling problem?

b) What effects did Jenny’s problem have on Zoe?

c) How did things start to get resolved? What strategies were put in place to help resolve the problem?

d) Choose a partner. Have one of you take on the role of Zoe and the other Jenny. Script a dialogue that could have taken place between Zoe and Jenny when things came to a head. Script a dialogue that shows ways of communicating that are more likely to have a chance of success. Use the following tips to help you

*Talking about the problem*

Some suggestions on how to talk to a young person with the gambling problem include:

- Try to be sympathetic and understanding. Being judgemental might not be helpful.
- Offer your support.
- Express your feelings of hurt, anger and betrayal (if you feel safe to do so). Let them know how their gambling has affected you.
- Don’t try to force the gambler to do what you want – it won’t work and it will make you unhappy.
- Try not to harass, harangue or nag the person into changing their ways. Remember that it takes time and effort to control a gambling problem.
- Continue to treat the person as special and respect their need and wants.
- Encourage them to be honest with you about their gambling.
- Discuss how their losses may be affecting their finances. Try and highlight how chasing losses will probably just make things worse.
- Encourage them to seek professional help.

*Source: www.betterhealth.vic.gov.au*

Perform your script
Problem gambling – effects on others

Exercise 2 – Strategies for youth
Here is an extract of advice from the McGill International Centre for Youth Gambling Problems and High Risk Behaviours (www.youthgambling.com) to parents of children with gambling problems. Read it and then answer the questions below.

Be aware that children are more likely to gamble if they observe their family members gambling or they hear their family members talking excitedly about gambling. Discussing with your child that gambling is a form of entertainment and not a good way to make money can help them understand that, in addition to being fun, there are risks to gambling. Limiting or eliminating gambling activities in the home (for example playing poker for money) and replacing these with non-gambling family activities can help to create a fun and healthy family environment.

a) Identify the strategies given in this extract.

b) Do you think these strategies would be effective with you? Why?

c) Think of at least one additional strategy that might succeed with you.
Building resilience to problem gambling

Exercise 1 – Defining the goal
What does responsible gambling mean?

Exercise 2 – Tackling the underlying causes
To build resilience to problem gambling, it is important to understand why the gambling occurs and to address this underlying cause.

Form a small group and complete the following tasks

a) Some people gamble because they find it exciting. List some other, healthy alternatives to gambling that could also be exciting.

b) Some people gamble because it distracts them at times of stress. Describe ways of managing stress that are a healthy alternative to gambling.

c) Sometimes restricting the ability and opportunities to gamble can reduce gambling and lead to time spent doing other things.

Consider this advice from BetterHealth

Control cash flow
Some people who have problems with gambling find they are tempted to gamble when they are carrying cash. Some tips to limit the availability of cash and protect your earnings include:

- Carry only enough cash for the day’s expenses.
- Arrange to have your wages paid directly into a bank account.
- Arrange to have your wages collected by your partner or a support person.
- Set up bank accounts that require two signatures before cash can be withdrawn.
- Pay your bills by direct debit or cheque.
- Organise to pay some of your bills on the day you are paid.
- Consider paying some bills in advance.
- Tell family and friends what you’re doing and ask them not to lend you money.
- Cancel credit and ATM cards or give them to someone you trust.
- Eliminate cash withdrawals on credit cards.
- Arrange to have a low daily withdrawal limit on your bank account.
- Don’t keep large sums of cash in the house.
Building resilience to problem gambling

- Keep records or a diary of all finances, including assets, income, expenses, contributions and gifts.
- Avoid jobs that involve handling cash.
- Arrange to have no pin numbers on EFTPOS cards so they cannot be used at gaming venues.
- Treat yourself to something you enjoy and regularly put money away for it.
- Seek professional financial counselling. Gambler’s Help financial counselling is free.

i) List the strategies from the list that you think are the most relevant to teenagers

ii) Design some other money management strategies to add to the list, which take into account the circumstances of a typical teenager

iii) Identify other ways that gambling opportunities could be restricted, besides limiting access to cash.

Exercise 3 – A realistic attitude
Organisations offering gambling activities are a business and as such want to cover their costs and make a profit. They do this by offering games that result in gamblers losing in the long run. At the same time they use advertising and other techniques such as images associated with wealth to encourage people to play.

Describe the kind of attitude to their chances of winning that a gambler should have

Exercise 4 – Getting the message out there
Design a poster for youth that assists them in responsible gambling. The poster should include a slogan and some key strategies. It should also include images that convey a message. Explain the thinking behind your poster design and content either orally to the class or in a short paragraph.
Getting help

Exercise 1 – What would you do?
Form a small group.

a) Ask each member of the group to complete the following survey

If you had a gambling problem, or someone in your family had a gambling problem, would you be most likely to:
– Seek help from an organization such as Gambler’s Help
– Try and solve the problem yourself without help
– Speak to family or friends
– Speak with a school counsellor

Collate the answers that your group gave and compare with the rest of the class. Generally, adolescents are most likely to want to solve the problem themselves or speak with family and friends. Did the class results reflect this? Discuss with your group or with the rest of the class why adolescents are reluctant to seek professional help.

b) Do a PMI analysis of these avenues of support. Use the interesting column to identify something concerning that support that you may be wondering about.

<table>
<thead>
<tr>
<th>Plus</th>
<th>Minus</th>
<th>Interesting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisations such as Gambler’s Help</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solving the problem yourself without help</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking to family or friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking with the school counsellor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 2 – Seeking help
Look up one of the following sources of help for problem gamblers and complete the following

a) Outline what kind of help is offered

b) Identify whether there is any specialized help for youth

c) Write down at least one other thing you would like to know about that service. Find out the answer/s to your questions.

d) Overall, evaluate how helpful this service would be for youth. Explain why you made this judgement.
E5

Worksheet

Getting help

www.problemgambling.vic.gov.au

Gamblers Anonymous – support group for people with a gambling problem. 
Ring 9696 6108 or visit their website www.gamblersanonymous.org.au

Gam-Anon – support group for family and friends of problem gamblers. 
Ring 9898 7526 (volunteers only) or visit their website 
www.gamblersanonymous.org.au
www.reachout.com.au
www.gspot.org.au

Exercise 4 – Strategies for help

a) Now, after having considered avenues of support for problem gamblers 
in some detail, have you changed your mind from your initial response in 
Exercise 1? Why? Would you seek help from more than one source? Outline a 
strategy that you would use to seek help for problem gambling should you or 
someone you know need it.

b) What would you say to someone who came to you for help with their 
gambling problem but was reluctant to seek help professionally?
These websites have been organised under categories based on their main focus. However, some may fit under more than one heading.

**Consumer**

**Health, Food and Nutrition**
- Nutrition Australia [www.nutritionaustralia.org](http://www.nutritionaustralia.org)
- Australian Food and Grocery Council [www.afgc.org.au](http://www.afgc.org.au)
- Australian Health [www.australiahealth.com](http://www.australiahealth.com)
- Children's Health Development Foundation [www.chdf.org.au](http://www.chdf.org.au)
- Life. Be In It [www.lifebeinit.com](http://www.lifebeinit.com)
- Dietitians Association of Australia [www.daa.asn.au](http://www.daa.asn.au)
- Food Science Australia [www.foodscience.afisc.csiro.au](http://www.foodscience.afisc.csiro.au)
- Food Standards Australia New Zealand (FSANZ) [www.foodstandards.gov.au](http://www.foodstandards.gov.au)
- Go for 2 and 5 [www.gofor2and5.com.au](http://www.gofor2and5.com.au)
- The Healthy Eating Club [www.healthyeatingclub.com](http://www.healthyeatingclub.com)

**Physical Education, Sport and Recreation**
- Smartplay [www.smartplay.net](http://www.smartplay.net)
- Victorian School Sport Unit (at DE&T) [www.sofweb.vic.edu.au/physed](http://www.sofweb.vic.edu.au/physed)
Consumer Affairs Victoria thanks you for using the Health & Wellbeing resource book, and would appreciate you taking a few minutes to complete this evaluation sheet. Your feedback is very important to us. Any comments and suggestions for improvement will be appreciated.

1. Tick the resource book you are providing feedback on? (Please tick)
   - ☐ Health & Wellbeing
   - ☐ Commerce
   - ☐ Consuming Planet
   - ☐ English
   - ☐ Mathematics
   - ☐ Earth

2. Which sections of the resource book have you used with your students? (Please tick)
   - ☐ SECTION A
   - ☐ SECTION B
   - ☐ SECTION C
   - ☐ SECTION D
   - ☐ SECTION E

3. Which of the sections have you found most useful and relevant to your course? (Please tick)
   - ☐ SECTION A
   - ☐ SECTION B
   - ☐ SECTION C
   - ☐ SECTION D
   - ☐ SECTION E

4. Which Year level have you used the material with? (Please tick)
   - ☐ Year 7
   - ☐ Year 8
   - ☐ Year 9
   - ☐ Year 10
   - ☐ Year 11
   - ☐ VCAL

5. How would you rate the relevance of the curriculum material to the Victorian Essential Learning Standards or the Victorian Certificate of Applied Learning (VCAL)? (Please tick)
   - ☐ Very relevant
   - ☐ Relevant
   - ☐ Partly relevant
   - ☐ Not relevant at all
Resource book evaluation sheet

6. How would you rate the ‘user friendliness’ of the handbook in terms of:
   a) photocopiable worksheets
      □ Excellent □ Very good □ Good □ Passable □ Poor
   b) teacher notes
      □ Excellent □ Very good □ Good □ Passable □ Poor

7. Suggestions for improvement
   You may wish to suggest some new topics which could be added to the online version of the handbook. Please outline these below.

Contact details (optional):

Name ________________________________
School ________________________________
Phone ________________________________
Fax ________________________________
Email ________________________________

Please send us this evaluation by fax or post.

Should you have any other suggestions in the future, please contact us:
Email consumerstuff@justice.vic.gov.au
Phone (03) 8684 6042 or (03) 8684 6043
Fax (03) 8684 6440
Mail Consumer Affairs Victoria
   Education and Information Branch
   GPO Box 123A
   Melbourne, VIC 3001

Thank you for your time and valuable feedback!
Services from Consumer Affairs Victoria are also available at Ballarat, Bendigo, Box Hill, Dandenong, Geelong, Mildura, Morwell, Reservoir, Shepparton, Wangaratta, Warrnambool and Wodonga.

Our mobile service regularly visits rural communities.

**TIS**
Translating and Interpreting Service 131 450.

**TTY**
Textphone or modem users only, ring the National Relay Service (NRS) on 133 677 then quote 1300 55 81 81.

Callers who use Speech to Speech Relay dial 1300 555 727, then quote 1300 55 81 81.