

## Grade 9

## Lesson 9

### Lesson plan

<b>Lesson theme</b>	Why and how we eat	<b>Grade</b>	9
<b>Duration</b>	40 minutes	<b>Date/week</b>	
<b>Context</b>			
<ul style="list-style-type: none"> <li>Health promotion.</li> </ul>			
<b>Linking with previous lesson</b>			
<ul style="list-style-type: none"> <li>Learners look at factors that influence a healthy lifestyle.</li> </ul>			
<b>Core knowledge</b>			
<ul style="list-style-type: none"> <li>Know what factors influence eating habits.</li> </ul>			
<b>Learning activities and assessment</b>			
<ul style="list-style-type: none"> <li>Learners discuss the different factors that influence dietary habits</li> <li>They then complete the worksheet for lesson 4.</li> </ul>			
<b>Forms of assessment</b>		<b>Resources</b>	
<ul style="list-style-type: none"> <li>See “Learner assessment” in the “Checklist for evaluation” at the end of the lesson.</li> </ul>		<ul style="list-style-type: none"> <li>Worksheets.</li> </ul>	
<b>Expanded opportunities</b>		<b>Teacher reflection</b>	
<ul style="list-style-type: none"> <li>Encourage learners to address the factors that result in poor dietary habits and to be aware of these when making food choices.</li> </ul>		<ul style="list-style-type: none"> <li>The activities show learners how to adopt healthier eating habits.</li> </ul>	

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### Lesson 9: Why and how we eat (40 minutes)

#### 1 Outcomes

By the end of lesson 4 the learners should be able to:

- Explain the influence of various factors on dietary choices and eating habits
- Discuss the influence of ecological, social, economic, cultural and political factors on their choice of diet.

#### 2 Teacher's corner

Lesson 4 focuses on the various factors that affect eating habits. We have included background information for discussion below.

There are many factors that determine what a person eats. In addition to personal preferences, there are cultural, social, religious, economic, environmental and even political factors.

##### Eating rituals

People do not eat for survival only. We eat according to learned behaviours regarding etiquette, meal and snack patterns, acceptable foods, food combinations and portion sizes. Etiquette refers to acceptable behaviours. For example, it is acceptable for some cultural groups to lick their fingers while eating, while for other groups this is considered rude.

Etiquette and eating rituals also vary depending on whether the meal is formal, informal or special (such as a meal on a birthday or religious holiday).

##### What are eating habits?

Eating habits refer to why and how people eat, which foods they eat and who they eat with. The ways people obtain, store, use and discard food also form part of their eating habits. Individual, social, cultural, religious, economic, environmental and political factors influence people's eating habits.

The types of food we eat, where we get our food from, how we prepare it and when we eat it are all influenced by culture, social customs, ecological, economic and political factors.

##### Culture

- Not only is food essential for our survival, eating and drinking are part of our cultural identity, a reflection of who we are, and form part of our quality of life. But it is important to note that culture is learned and constantly changes and adapts to its environment.
- Food is much more than nourishment. Food can be symbolic and it can reflect social status.
- Cultural considerations shape our diet, both in terms of what we define as food and how much of it we eat. These considerations may even appear to some as more important than our biological needs.
- A cultural group provides guidelines regarding acceptable foods, food combinations, eating patterns and eating behaviours. Complying with these guidelines creates a sense of identity and belonging for the individual.

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- Within large cultural groups, subgroups exist that may practice variations of the group's eating behaviours, though they are still considered part of the larger group. For example, a hamburger, French fries and a soda are considered a typical American meal. Vegetarians in the United States, however, eat "veggie-burgers". In the United States these are appropriate cultural substitutions, but a burger made from horsemeat would be unacceptable.

### Ecological factors

- While many of the types of food we eat have a long history, the methods of growing and preserving food have changed. As farming methods changed, so have the ways people managed the land.
- In recent decades, the development of agriculture led to ecological, economic, health-related, social and cultural problems. For example, intensive production of food not only involves higher profit (producing food to make profit has led to a decrease in its quality in certain cases), but also ecological damage and food scandals.

### Agricultural factors

- Over 10 000 years ago people began to shift from hunting and gathering to intentionally designing and managing the landscape to serve our food needs (agriculture).
- We began to control land's characteristics and develop technology to grow crops and raise animals to suit our tastes.

### Lifestyle factors and social factors

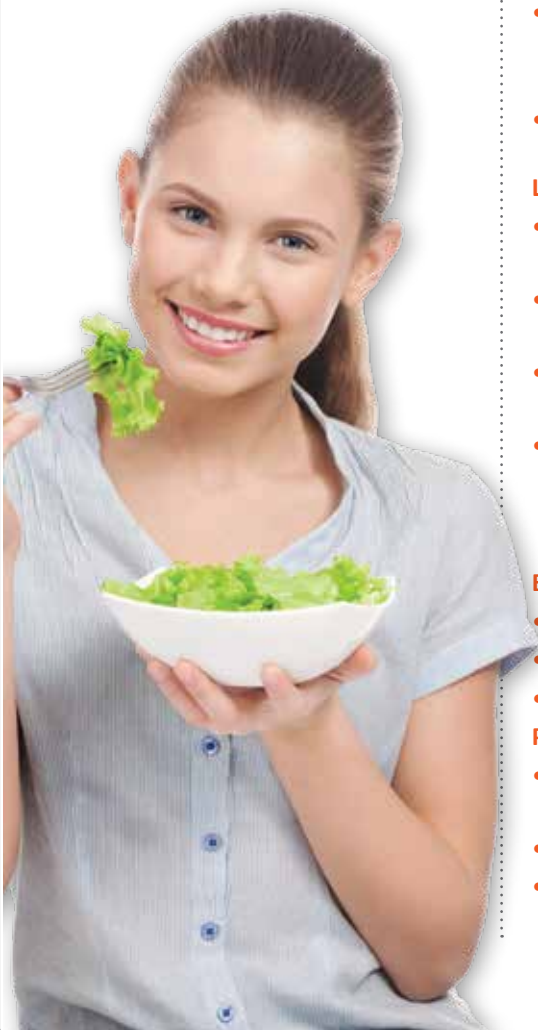
- In a culture where plenty of food is available, people sometimes eat too much or eat foods that are not healthy.
- It is increasingly common to eat out at restaurants or to buy convenience food.
- Members of a social group depend on each other, share a common culture and influence each other's behaviours and values.
- A person's membership in a particular peer, work or community group affects that person's food behaviours. For example, a young person at a basketball game may eat certain foods when accompanied by friends, and other foods when accompanied by their teacher.

### Economic factors

- Money, values and consumer skills affect the food a person buys.
- Cost is a complex combination of a food's availability, status and demand.
- The price of a food does not indicate its nutritional value.

### Political factors

- Food legislation and trade agreements affect what is available within and across countries.
- Food legislation and trade agreements also affect food prices.
- Food labelling legislation plays a large role in determining what consumers know about the food they buy.



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### Individual factors

- Every person has their own food likes and dislikes.
- These preferences develop over time and are influenced by personal experiences such as being encouraged to eat a certain food, exposure to a food, family customs and rituals, advertising and personal values.
- For example, 1 person may not like fish even though the rest of the family really enjoys it.

### Religious factors

- Religion can affect a person's food choices and behaviours
- In some religions certain foods are not allowed to be eaten. For example, pork is not eaten by people from the Jewish or Muslim religions.

### Obtaining, storing and using food

- People obtain, store and use food in different ways.
- People may grow, fish or hunt some of their food, or they may buy it from supermarkets or specialty stores.
- If there is limited access to food, people might store small amounts of food and get most of what they eat on a day-to-day basis.
- In many homes, there is plenty of space and access to food. Frequently, people buy food in bulk and store it in freezers, refrigerators and pantries.

Eating habits are the result of both external factors, such as politics, and internal factors, such as values. Sensitivity and awareness of these factors is vital when telling learners to make changes to their eating habits.

In fact, the World Health Organization (WHO) has emphasised the importance of considering social, cultural, political and structural influences for effective prevention and management of obesity.

### Activity 1: Introduction (15 minutes)

Introduce the different factors that affect the dietary habits that are listed above. Make sure the learners understand these factors well enough to be able to do activity 2.

Have a discussion session where the learners can give examples of how these factors affect dietary habits. Write the good suggestions on the board.

### Activity 2: Understand your own cultural factors (20 minutes)

Give each learner a copy of the worksheet for lesson 4. Ask the learners to think about their own circumstances and write about how each factor influences their dietary choices and eating habits.

### 3 Wrap up (5 minutes)

Tell the learners that South Africa is trying to encourage a culture of healthy eating, for example, by introducing the Food-based Dietary Guidelines (FBDG). Ensure all the learners know about the Food-based Dietary Guidelines.

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### Lesson 9: Checklist for evaluation

Activity	Question	Yes	No
Why and how we eat	<ul style="list-style-type: none"><li>• Can learners explain the influence of various factors on dietary choices and eating habits?</li><li>• Do learners understand the influence of ecological, social, economic, cultural and political factors on their choice of diets?</li></ul>		
Teacher reflection	<ul style="list-style-type: none"><li>• Do you think the activities have shown learners how to adopt healthier eating habits?</li></ul>		
	If you had to repeat the lesson, what improvements would you make to it?		
Learner assessment	<ul style="list-style-type: none"><li>• Learner completed the entire worksheet with no elements missing (8 to 10 marks)</li><li>• Learner completed the worksheet with few elements missing (5 to 7 marks)</li><li>• Learner completed the worksheet with a lot of elements missing (2 to 4 marks)</li><li>• Learner did not complete worksheet (0 marks).</li></ul>		

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**Name:** \_\_\_\_\_

**Worksheet: Grade 9, lesson 9**

**Task 1: Learn about your classmates**

Interview 1 of your classmates about their eating habits by asking the questions below:

Questions	Answers
Who usually buys the food in your house?	
Where does your family usually do food shopping?	
Who prepares the food in your house?	
Which meals do you usually eat: breakfast, lunch and supper?	
Where do you eat these meals and who do you eat them with?	
Which foods don't you eat?	
Explain why you don't eat the above foods (for example, religion, personal preference)	
Which foods are your favourite?	
Explain why these foods are your favourites (for example, their taste or how they look)	
Do you celebrate any religious or cultural festivals that involve food? If so, which ones?	
Describe which foods you eat at these religious or cultural occasions?	

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### Task 2: Analyse your eating habits

Describe how you think the factors below influence what you and your family eat.

Factor	How it influences my eating habits
Organic/ecological (Food bought from a health shop or a farmer's market or grown at home)	
Social (Foods you eat when you go out or when you are with your friends, versus foods you eat when you are at home)	
Economic (Do you and your family often eat at restaurants and buy take-aways? Does your family eat convenience meals or do you usually prepare foods from ingredients at home? Where does your family usually buy food?)	
Cultural (Which foods do you eat or avoid because of your religion, culture or the area you live in)	
Political (Do you eat foods that are local or do you also eat foods that come from other countries)	