

## Grade 9 Life Orientation Worksheet

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### Personal community and environmental health

Read the following passage.

#### **Social Influences on Personal and Familial Dietary Intake: *Why Do We Eat the Way We Do?***

Both childhood and adult obesity rates are at all-time high levels. Along with obesity comes the onset of diseases like diabetes, cancer, stroke, atherosclerosis, heart disease and many more. Let's examine some of the more prevalent social and family-based influences:

#### **Family-based dietary influences:**

- Parent education plays a very large role in the development of poor dietary choices within families. If parents have never learned to choose healthy food sources, then, quite naturally, their children will not either.
- Lacking parental responsibility is another profound factor. It is the responsibility of every parent to not simply feed their children, but to ensure their health and safety. Too many parents today do not take the time necessary to plan and prepare nutritious meals at home.
- Parental eating habits are handed down to children – and then to grandchildren.
- Children are far too often permitted to choose what they eat.
- In many homes, children are allowed to have access to the food supply at will. Again, eating times should be planned for children.
- Portion sizes affect the eating habits of all people as well. Attention needs to be given to the proper portion sizes based on the individual's needs.

#### **Societal influences of eating habits:**

- Time constraints affect us all. Adults and children alike have very busy schedules, making it difficult at times to focus on healthy eating habits and food preparation.
- The availability of prepared, processed, microwavable, bleached, sugar-filled, and otherwise toxic foods is astounding. There has been a major shift towards these types of foods due to their convenience. However, long-term exposure to these foods greatly reduces human health levels.
- Our ethnicity also affects our eating habits. Many foods are selected because people feel some sense of duty to only eat what they have always eaten. This can be deadly though. It's important for all people to realise that the foods that we consume heavily dictate the amount of vibrant health that we experience. Nutrient-packed, low-fat foods are good for all humans – regardless of their heritage.

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- Mealtime structuring is a key factor in the development of our eating habits. When families take the time to sit down together and enjoy their meals, it brings them closer together – and makes them healthier.

### **Other factors that influence our eating habits:**

- Eating is one of the most popular forms of entertainment. Almost every social event is in part based on eating. Family reunions, wedding receptions, church gatherings, dating, festivals and more all have a central theme of food. We even centre remembering the deceased on eating.
- We eat to express and accept appreciation. If someone is being honoured, a feast is prepared in their name.
- Holiday celebrations are centred heavily around food.

The above social and familial influences on our eating habits are acting to lessen our vitality. It is important for all of us to remember that the foods that we eat are directly responsible for our health levels. Like all animals, we are meant to eat as a method of survival. We need nutrients and energy in order to perform actions, grow, heal and thrive. Of course, there are many ways to enjoy the foods that we eat as well. We simply must become more aware of the importance of healthy food choices – and of the manners in which we eat. By becoming aware of the familial and social influences on our eating habits, we empower ourselves to modify them in order to live healthier, happier lives.

### **Activity 1: Brainstorm dietary influences**

Divide into groups of 4 – 6 learners per group.  
Discuss the passage that you read above.

Talk about the various foods that you and your families choose to eat:

- At celebrations
- On religious holidays
- For breakfast
- As lunch for school
- At supper time
- At a restaurant
- As a favourite family meal
- As a snack between meals

List all the foods and meals mentioned.

Your teacher will assess your answers using the checklist below.

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Checklist for observation of group discussion			
Name:		Date:	
	Criteria: Does the learner:	Yes	No
1	Wait for a pause before s/he interrupts a speaker?		
2	Interrupt a speaker politely?		
3	Show evidence of having understood the concept of cultural impact on food choices?		
4	Keep to the topic under discussion?		
5	Cover all the points listed above?		
6	Give reasons to support alternative points of view?		
7	Make points clearly using appropriate vocal volume?		
8	Make eye contact when speaking?		
9	Use body language appropriately?		
10	List all the foods and meals mentioned?		
<b>2 marks for every 'yes' answer: 20 total</b>			

### Activity 2: Reading and questions

Remain in your work groups.

Look at the list of food and meals that you created in Activity 1.

Many of the foods and some of the meals will be duplicated.

Transfer the list of foods onto the table below.

List the food or meal, the occasion (for example: Christmas lunch) and whether this food type or meal choice is influenced by social, economic (financial), cultural or religious reasons. (Put a cross in the box you think is correct.)

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FOOD/MEAL	OCCASION	S	E	C	R

What do you notice about your table? Where are the most crosses situated?

Your teacher will assess your contribution to the group activity using the following checklist.

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Checklist for participation in the group activity			
Name:		Date:	
	Criteria: Does the learner:	Yes	No
1	Look at the list of foods and meals?		
2	Transfer these to the table as required?		
3	Use a cross to mark the blocks?		
4	Discuss the meals?		
5	Discuss the occasion?		
6	Discuss the different influences on the choice of food?		
7	Participate in the discussion, giving ideas?		
8	Listen to the ideas of others in the group?		
9	Debate points where necessary?		
10	Discuss which sections have the most crosses?		
<b>2 marks for every 'yes' answer: 20 total</b>			

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### Suggested Solutions

Task number	Possible marks	Solution
1	20	See checklist 1 below
2	20	See checklist 2 below

#### 1. Checklist to assess the group discussion

Name:		Date:	
	Criteria: Does the learner:	Yes	No
1	Wait for a pause before s/he interrupts a speaker?		
2	Interrupt a speaker politely?		
3	Show evidence of having understood the concept of cultural impact on food choices?		
4	Keep to the topic under discussion?		
5	Cover all the points listed above?		
6	Give reasons to support alternative points of view?		
7	Make points clearly using appropriate vocal volume?		
8	Make eye contact when speaking?		
9	Use body language appropriately?		
10	List all the foods and meals mentioned?		
<b>2 marks for every 'yes' answer: 20 total</b>			

#### 2. Checklist to assess second group activity

Name:		Date:	
	Criteria: Does the learner:	Yes	No
1	Look at the list of foods and meals?		
2	Transfer these to the table as required?		
3	Use a cross to mark the blocks?		
4	Discuss the meals?		
5	Discuss the occasion?		
6	Discuss the different influences on the choice of food?		
7	Participate in the discussion, giving ideas?		
8	Listen to the ideas of others in the group?		
9	Debate points where necessary?		
10	Discuss which sections have the most crosses?		
<b>2 marks for every 'yes' answer: 20 total</b>			