

## Unit 3.2.8

### Key Behavioural Principles

#### Key Knowledge and Key Skills

##### Key Knowledge 3.2.8

The role of key behavioural principles for the establishment of healthy diets in children and nutritious meal patterns within the home: exposure, modelling, and repetition.

##### Key Skills 3.2.7

Explain key behavioural principles behind establishing healthy meal patterns in families and, through practical activities, develop a repertoire of healthy household meals.

##### Key Skills 3.2.8

Apply practical activities to evaluate factors that influence food selections and demonstrate understandings about repertoires that reflect the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

**VCE Food Studies Study Design p. 22 and 23.** Extracts from the VCE Food Studies Study Design (2023-2027) reproduced by permission; © VCAA. VCE is a registered trademark of the VCAA. The VCAA does not endorse or make any warranties regarding this study resource. Current VCE Study Designs and related content can be accessed directly at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au). Readers are also advised to check for updates and amendments to VCE Study Designs on the VCAA website and via the VCAA Bulletin and the VCAA Notices to Schools.

## Key Terms and Definitions

A **behavioural principle** is an expectation of how people will behave due to a particular influence from the environment.

**Exposure** is a behavioural principle that occurs when an individual interacts with a person, place, or thing on several occasions in many different ways. Concerning nutrition, exposure refers to enabling children to experience a wide range of foods.

**Modelling** is a behavioural principle that occurs when a person observes another person's behaviour and then copies that behaviour.

**Repetition** is a behavioural principle that occurs when an interaction with a person, place, or thing happens many times to help promote acceptance.

## Healthy Diets in Children

The foods that children eat have a significant impact on their health and wellbeing. Good nutrition supports children's growth and development, helps them fight infections and diseases, and gives them the energy for physical activity. Children who consume a nutritious diet are less likely to develop chronic diseases such as heart disease, obesity, type 2 diabetes, and some cancers.

Children who do not eat a nutritious diet may experience:

- being under or overweight;
- constipation and problems with their bowels;
- dental caries; and
- poor growth and development.

Poor nutrition in childhood may also result in an increased incidence of behavioural issues, social and psychological developmental problems, and a lack of concentration.

Research conducted between 2017 and 2018 found that with the children and adolescents aged between 2 and 17 surveyed:

- 6.3% ate the recommended amount of vegetables per day;
- 7% consumed sugar-sweetened drinks daily;
- 34.8% of girls drank sugar-sweetened beverages once a week;
- 47% of boys drank sugar-sweetened beverages once a week;
- 73% ate the recommended amount of fruit per day.

This data is concerning, particularly when around 16% of children aged between 4 and 15 years are overweight and 7% are obese (Health Direct, n.d.). Consuming a healthy diet and being active are very important for children. This helps them establish lifelong healthy eating and activity patterns that prevent weight gain.

**Watch** this video about how healthy eating in childhood is beneficial: <https://youtu.be/smSvShtllnc>

## Nutritious Meal Patterns in the Home

People who prepare food for children are encouraged to follow the *Australian Dietary Guidelines* and the *Australian Guide to Healthy Eating* recommendations. Children should consume a wide variety of foods from the five food groups in the right proportions, drink plenty of water, and only eat small amounts of discretionary foods.

Following the government's recommendations and providing children with nutritious foods can seem difficult for some people. Many parents and carers know they should give children healthy snacks and meals to eat. However, this can become challenging when children refuse to eat healthy food, eat very little of the nutritious meals given to them, and/or complain about their meals.

Parents and carers often succumb to children's demands and feed them highly processed food that they know will be eaten. They may do this because they believe that giving children something to eat, regardless of whether it is healthy or not, will provide them with some nourishment and satisfy their hunger. They may also feel like they are saving money because children are more likely to eat processed food and it is less likely to be wasted.

**Click** on this link to access healthy eating recommendations for children:

[https://www.eatforhealth.gov.au/sites/default/files/content/The%20Guidelines/n55f\\_children\\_brochure.pdf](https://www.eatforhealth.gov.au/sites/default/files/content/The%20Guidelines/n55f_children_brochure.pdf)

# Key Behavioural Principles

The key behavioural principles are exposure, repetition, and modelling.

Implementing these key behavioural principles may help parents establish healthy meal patterns in the home. It is important these behavioural principles are implemented without applying any pressure to a child to eat and the promise of rewards or bribing them. Children should eat healthy foods because they want to eat them, not because they feel forced or coerced. Applying pressure to eat particular foods may result in children developing a negative association with healthy food. Encouraging children to eat healthy foods should happen in a relaxed environment without being distracted by screens, toys, or other activities.

## Exposure

Regarding nutrition, exposure refers to enabling children to experience a wide range of foods. Exposing children to healthy foods can help parents and carers establish healthy eating and nutritious meal patterns in the home.

Exposing children to healthy foods can start very early in life. At around the age of two, children tend to become cautious about eating foods they are not familiar with or have not had in a while. Increasing their exposure to these foods may help to improve their willingness to try new foods. Children often need to be exposed to a food 10–20 times before they accept it (Healthy Eating Advisory Service, n.d.). For this reason, adults must consistently expose children to new and healthy foods.



## Modelling

Modelling is a key behavioural principle that occurs when a person observes another person's behaviour and copies it. Children learn how to behave by observing and imitating other people. Significant people such as carers, grandparents, parents, older siblings, and teachers are role models for children. They can significantly influence a child's eating habits. When these people consume particular foods, they endorse them and encourage young children to consume them. If they consume nutritious foods, children observing them will likely do the same. However, if they eat unhealthy foods or display behaviours such as mindless eating, it is likely children will copy these behaviours too.

Watch this video that outlines how important modelling is in families: <https://youtu.be/3bxGV2NBSy8>



## Repetition

As the name suggests, repetition is about giving children as many experiences with the same food, hoping they will accept the food as part of a healthy diet.

For repetition to succeed, children should be given multiple opportunities to become familiar with a particular food without feeling pressured to eat it. Experts suggest that a small amount of the food is given initially and then

increased over time. The same food can also be given to children using various cooking and presentation methods. Repeatedly giving children the same food helps them become familiar with it and accept it as part of a regular, healthy diet.

Research has suggested that repetitively explaining to children why foods are beneficial encourages them to adopt healthy eating habits (Sexton, n.d.). Consistently using phrases like, 'eating cheese helps you build strong bones and teeth' or 'drinking water helps your body cool down when you exercise' may encourage children to consume these foods.



## Establishing Healthy Diets and Nutritious Meal Patterns

### Grocery Shopping

Involving a child in grocery shopping can increase their exposure to a variety of foods. Grocery shopping can allow them to see, touch, and smell foods without feeling pressured to taste them.

Some people may avoid grocery shopping at supermarkets with children because they believe it may expose them to highly processed and cleverly marketed foods. However, shopping with children may allow parents to model making healthy food choices to their children. They can use this time to discuss the nutritional value of different foods with their children. When talking about their food choices, parents should avoid using the words like 'good' or 'bad.' Instead, parents should explain to children the difference between 'sometimes' and 'everyday' food choices, identify the nutrients in food, and explain their function in the body.

Grocery shopping in environments different from supermarkets – such as at farmers' markets – is another excellent way to expose children to different foods and promote discussions about healthy eating. Involving children in selecting foods by asking them questions about how the foods look, feel, and smell may eventually encourage them to taste them. Discussing the food's origin, seasonality, and nutritional value may also help them develop a positive relationship with food.

**Watch** a video on how children can be exposed to nutritious foods when grocery shopping:

<https://raisingchildren.net.au/toddlers/videos/shopping-for-healthy-food-video>

### Meal Planning, Preparation and Consumption

Involving children in meal planning may make them feel like they have more control over what they eat. Looking through magazines, websites, and recipe books to find nutritious meals may expose children to images of different dishes. Children may be more likely to eat meals when they are involved in planning them.

Participating in meal preparation may further expose children to healthy cooking methods, ingredients, and preparation techniques. This gives children an opportunity to interact with ingredients and become more familiar with them. Depending on their age, children could be responsible for washing vegetables, mixing ingredients, and assisting with cooking food.

Planning and preparing home-cooked meals allows people to repetitively use the same vegetables in a variety of dishes. Vegetables like zucchini can be used throughout the week in meals such as fritters, meat patties, muffins, spaghetti bolognese, and even chocolate cake. Giving children the same vegetable several times can help them become familiar with it and increases their chance of liking it.

Consuming meals together enables families to connect and feel a sense of togetherness. It also allows children to see parents enjoying eating food and acting as role models. When modelling healthy eating behaviours, parents should:

- avoid discussing weight loss diets or bodybuilding in front of children as this may send children messages that they need to change their body shape and size;
- eat a range of foods from the five food groups they want their children to eat;
- enjoy eating family meals together;
- limit the number of foods they consume that contain added sugar, fat, and salt;
- practice mindful eating; and
- talk positively about food.

**Watch** this video about ways to involve children in meal planning and preparation: [https://youtu.be/pNhY7\\_T8zy0](https://youtu.be/pNhY7_T8zy0)

### Celebrations and Events

Planning parties and celebrations with a range of healthy foods and less discretionary food items will enable parents to role model healthy eating. Observing parents selecting fruit and vegetable-based foods and less discretionary food items will help children understand the foods they should choose when presented with several options.

Celebrating and rewarding children with activities or words of praise rather than discretionary food is recommended. This will help children develop long-term positive behaviours with food rather than thinking discretionary foods are something they eat when they have performed well or achieved a goal. Parents must role model that discretionary foods are merely something we eat in small amounts.

### Activities, Books, Songs About Healthy Eating

Planting a herb or vegetable garden, growing sprouts indoors, and raising chickens are simple ways to expose children to nutritious food and help them learn about where food comes from. It also allows parents to act as role models and demonstrate their interest and knowledge about growing and raising nutritious foods.

Another great way to encourage healthy diets and meal patterns in the home involves exposing children to healthy foods in books, songs, and television shows. Various well-known performers have used songs and books to encourage children to eat healthy foods.

**Watch** this video where the Wiggles act as role models in encouraging healthy eating behaviours in children:

<https://youtu.be/LwszdW12FZk>

## References

Health Direct, n.d. *Obesity in children*. [Online]  
Available at: <https://www.healthdirect.gov.au/obesity-in-children#:~:text=In%20Australia%2C%20around%201%20in>this%20age%20range%20are%20obese>.  
[Accessed June 2022].

Healthy Eating Advisory Service, n.d. *Introducing New Foods to Children*. [Online]  
Available at: <https://heas.health.vic.gov.au/early-childhood-services/curriculum-activities/introducing-new-foods-to-children>  
[Accessed 1 June 2022].

Sexton, C., n.d. *Repetition makes a difference when teaching kids healthy eating habits*. [Online]  
Available at: <https://www.earth.com/news/repetition-kids-healthy-eating-habits/>  
[Accessed 01 June 2022].

## Written Activity One

### Lunch with Peppa Pig

Childhood obesity is becoming an increasing problem in Australia and worldwide; children's television shows are starting to address healthy eating in their storylines.

Watch the episode "Peppa Pig: Lunch" at this link: <https://youtu.be/Ez0qR3m1G4g>

1. Identify the times in the video where you observed the key behavioural principles of role modelling, exposure and repetition occurring.

Exposure	Modelling	Repetition

2. Suggest other ways the mother could use the key behavioural principles to encourage the young boy to eat nutritious foods.

Exposure	Modelling	Repetition

## Written Activity Two

### The Super Nanny

Many parents face challenges in getting their children to consume healthy foods.

**Watch** this episode of the Super Nanny: [https://youtu.be/Kkhv\\_jB\\_uq4](https://youtu.be/Kkhv_jB_uq4)

1. **Identify** the times in the video when you observed the key behavioural principles of exposure, modelling, and repetition.

Exposure	Modelling	Repetition

2. **Suggest** other ways the mother could use the key behavioural principles to encourage her son to eat nutritious foods.

Exposure	Modelling	Repetition

## Written Activity Three

### My History

Reflect on your experiences as a child.

Use the SWOT analysis below to evaluate the role of the key behavioural principles in establishing healthy meal patterns in your home.

Strength	Weaknesses
What happened in your childhood that helped you establish good eating habits?	What happened in your childhood that inhibited you from establishing good eating habits?
Opportunities	Threats
What opportunities could have improved your chances of developing good eating habits?	What threatened your chances of developing good eating habits?

## Practical Activity One

### Eat, Repeat, Eat

#### Let's Design

1. Working in small groups, **select** a vegetable that is currently in season.
2. Your task is to design various meals and/or snacks using your chosen vegetable.
3. Your meal or snacks must meet the criteria listed below:
  - One of the food products needs to be gluten-free, and another snack food needs to be lactose-free.
  - None of the snack foods can contain nuts.
  - Quick to make.
  - Need to look fun to eat and include different tastes, textures, and appearances.
4. **Find** a recipe for your meal or snack at [www.taste.com.au](http://www.taste.com.au).
5. **Complete** the food order on the following page.

#### Let's Cook

**Make** your recipe/s in class.

#### Let's Evaluate

**Discuss** the following with your group:

1. Which food product best met the criteria?
2. Which food product would most likely appeal to children?
3. Which key behavioural principle did this activity incorporate?
4. What could parents do to establish healthy eating behaviours in the home?

**Food Order**

<b>Name</b>			
<b>Recipe</b>		<i>A printed copy or website link of your recipes must be submitted with the food order.</i>	
<b>Preparation Time:</b>		<b>Cooking Time:</b>	
Quantity	<b>Refrigerated Items (only one meat)</b>	Quantity	<b>Pantry Items</b>
Quantity	<b>Fruit and Vegetables</b>	Quantity	<b>Frozen Items</b>
<b>Additional Equipment:</b>			
Equipment not located at your workbench must be listed here			

## Summary Activity

<p><b>What is the main idea about the key knowledge &amp; key skills?</b></p>		
<p><b>In your own words, explain each of the behavioural principles.</b></p>		
<b>Exposure</b>	<b>Modelling</b>	<b>Repetition</b>
<p><b>Provide a positive example of each key behavioural principle.</b></p>		
<b>Exposure</b>	<b>Modelling</b>	<b>Repetition</b>
<p><b>Provide a negative example of each key behavioural principle.</b></p>		
<b>Exposure</b>	<b>Modelling</b>	<b>Repetition</b>

## Exam Preparation

### Section A - Multiple Choice Questions (5 marks)

#### Question 1

Maria placed an apple in her lunchbox for work and her 3-year-old son's school lunchbox. This is most likely an example of the key behavioural principle:

- a. Modelling
- b. Exposure
- c. Repetition
- d. All of the above.

#### Question 2

If a child refuses to eat steamed broccoli after it has been offered five times, the parent should:

- a. Tell the child they can have dessert if they have one bite of broccoli.
- b. Give up and offer a different healthy food.
- c. Use a different preparation and/ or cooking method when they offer broccoli the next time.
- d. Disguise the food by pureeing it and adding it to food the child likes.

#### Question 3

An example of the key behavioural principle of exposure to establish healthy diets in children is

- a. offering the same food cooked in various ways.
- b. visiting a market and encouraging children to sample the range of fruits in season.
- c. allowing children to select which type of takeaway meal they would like to eat.
- d. teaching children about the benefits of eating meals together as a family.

#### Question 4

Which group behaviour encourages the modelling of healthy eating in children?

- a. Distributing lolly bags to children who attended a birthday party.
- b. An older sibling helping a child select healthy toppings for a pizza.
- c. Children participating in a sausage sizzle as part of a fundraiser.
- d. A chef teaching children to make homemade burgers with a selection of vegetables at a school celebration.

**Question 5**

Which key behaviour principle is most likely being represented in the image below?



Source: *ארכיאון עין השופט*, CC BY 2.5 <<https://creativecommons.org/licenses/by/2.5>>, via Wikimedia Commons

- a. Repetition
- b. Exposure
- c. Modelling
- d. None of the above.

## Section B – Short Answer Responses (10 marks)

### Question 1 (3 marks)

Identify three examples of exposure that can be used to promote healthy eating. (3 marks)

### Question 2 (7 marks)

*You want your child to eat the spinach you serve; your child drops it on the floor. Your well-meaning impulse may be to start talking up nutritious foods, saying how big and strong spinach will make your child. Or you might start bargaining: "Well, if you eat three more bites, I'll give you a cookie."*

<https://kidshealth.org/en/parents/toddler-meals.html>

- a. Describe the potential problem with the scenario described above. (3 marks)

- b. Using your knowledge of the modelling and repetition, outline a suitable way a parent can encourage their child to eat vegetables. (4 marks)

## Section C – Extended Responses (10 marks)

In a survey conducted in October 2017 by the Royal Children's Hospital in Melbourne, Australian parents were asked a series of questions about their understanding, experiences, and opinions about the diet, nutrition, and eating habits of their children.

A sample of 1,980 parents yielded data on 3,704 children aged between one month and 18 years. Of these 3,704 children,

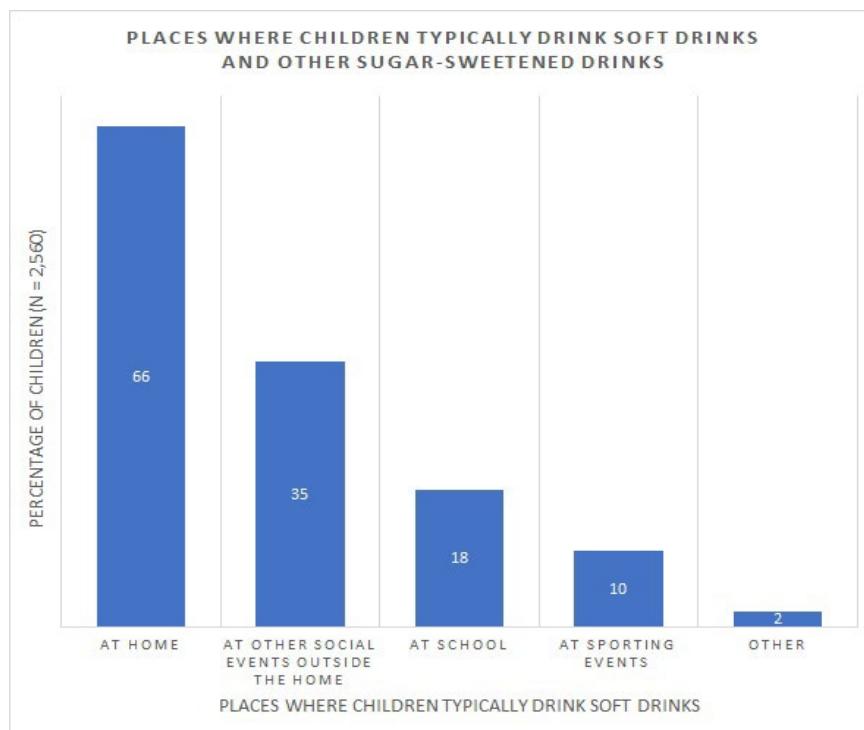
- 571 (15%) were infants and toddlers (aged zero to less than three years);
- 708 (19%) were preschoolers (aged three to less than five years);
- 1479 (40%) were primary school-aged children (aged six to less than 13 years); and,
- 946 (26%) were teenagers (aged 13 to less than 18 years).

Of those parents interviewed, 91% understood the importance of a healthy diet for their children's wellbeing. However, most parents (57%) said it could be difficult to know what foods are healthy when buying them. Two-thirds (67%) of parents reported that it was hard to know how much added sugar was in the food they bought for their children. Over half (53%) said it was hard to understand nutrition information labels.

Parents surveyed also indicated that cost was a barrier to making healthy food choices, with three-quarters (77%) of parents saying that they believe healthy food is generally more expensive than unhealthy food.

Advertising is also a factor, with two-thirds (61%) saying that they sometimes buy unhealthy food products that their children request because they have seen them advertised.

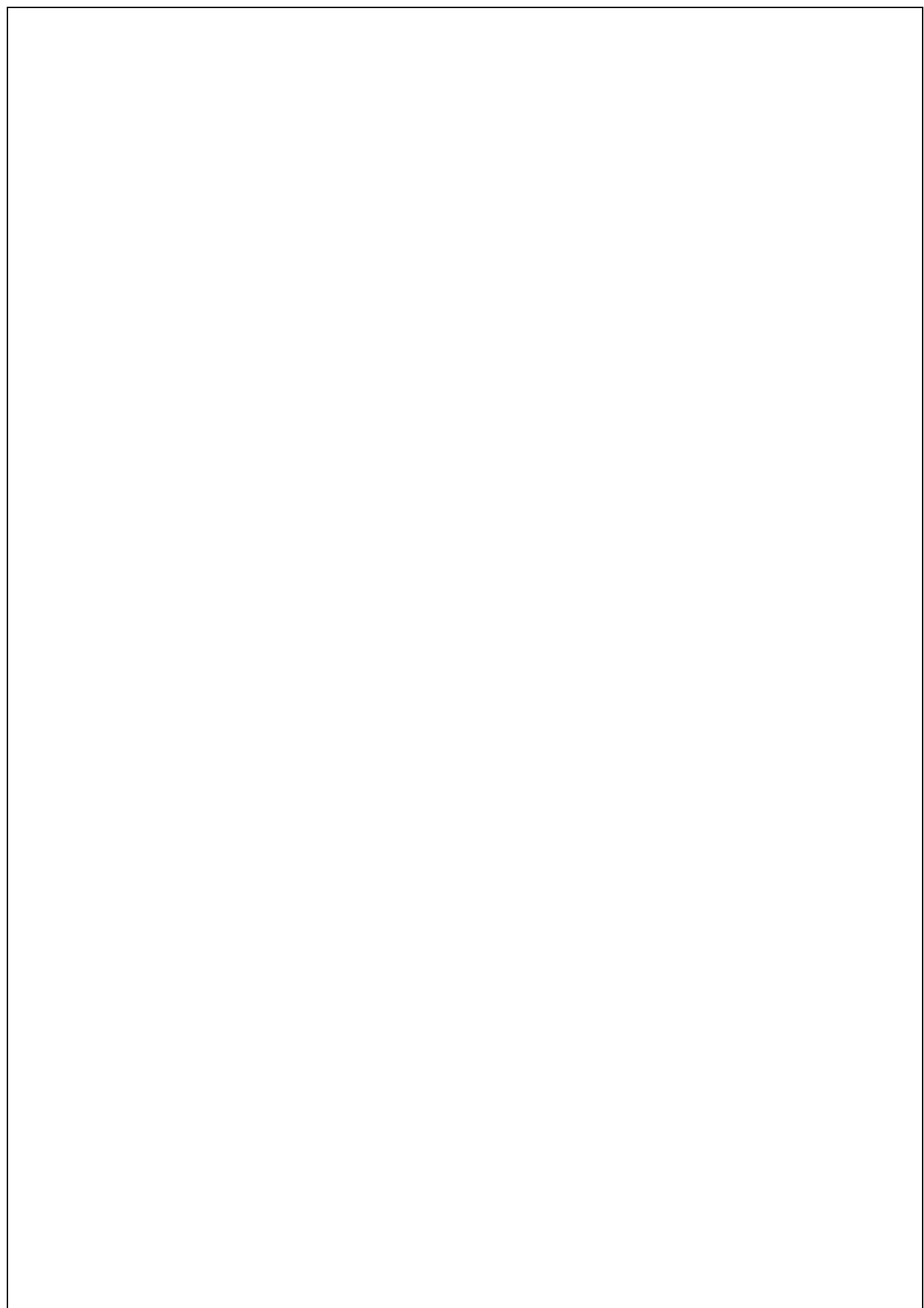
The survey results revealed the following data.



Rhodes, D. A., 2017. *Kids and Food: Challenges Families Face*. The Royal Childrens' Hospital Melbourne: National Child Health Poll, Poll 9(December 2017).

Referring to the information above and your own knowledge, analyse the factors that impact the health and wellbeing of children in Australia. In your response, include the following:

- The ways in which social factors influence parent's food choices and children's eating patterns.
- The political influence on the advertising industries and the impact on food choices
- The key behavioural principles behind establishing healthy meal patterns in families



A large, empty rectangular box with a thin black border, occupying most of the page below the header. It is intended for the student to write their answer to the question.

## Exam Preparation

### Section A - Multiple Choice Questions (5 marks)

#### Question 1

Maria placed an apple in her lunchbox for work and her 3-year-old son's school lunchbox. This is most likely an example of the key behavioural principle:

- a. Modelling
- b. Exposure
- c. Repetition
- d. All of the above.

The answer is A. Maria is showing her son that she will also have an apple for lunch; therefore, this is an example of modelling.

The answer is not B. This could be an example of exposure; however, it is more likely an example of modelling.

The answer is not C. Repetition would have involved repeatedly giving the same food to a child.

The answer is not D.

#### Question 2

If a child refuses to eat steamed broccoli after it has been offered five times; the parent should:

- a. Tell the child they can have dessert if they have one bite of broccoli.
- b. Give up and offer a different healthy food.
- c. Use a different preparation and/ or cooking method when they offer broccoli the next time.
- d. Disguise the food by pureeing it and adding it to food the child likes.

The answer is not A. Offering a child discretionary food as a reward for eating nutritious food may result in them eating discretionary food to feel good in the future.

The answer is not B. Often it takes more than 5 times for a child to accept food as a regular part of their diet. Parents should not give up, but they can try offering different nutritious food.

The answer is C. The vegetable might appeal to the child if used in different preparation and/ or cooking methods.

The answer is not D. Hiding vegetables in food is a good way for children to consume vegetables; however, it does not get them to accept vegetables as part of a healthy diet. The child might grow up thinking they have never eaten vegetables and do not need to.

#### Question 3

An example of the key behavioural principle of exposure to establish healthy diets in children is

- a. offering the same food cooked in various ways.
- b. visiting a market and encouraging children to sample the range of fruits in season.
- c. allowing children to select which type of takeaway meal they would like to eat.
- d. teaching children about the benefits of eating meals together as a family.

The answer is not A. This is an example of repetition.

The answer is B. Encouraging children to sample a range of fruits in season is an example of exposing children to different fruits.

The answer is not C. Allowing children to select which type of takeaway meal they would like to eat is more likely to contribute to unhealthy diets in children.

The answer is not D. This is an example of using food to develop family connections.

#### Question 4

Which group behaviour encourages the modelling of healthy eating in children?

- Distributing lolly bags to children who attended a birthday party.
- An older sibling helping a child select healthy toppings for a pizza.
- Children participating in a sausage sizzle as part of a fundraiser.
- A chef teaching children to make homemade burgers with a selection of vegetables at a school celebration.**

The answer is not A. Distributing lolly bags to children is an example of encouraging unhealthy eating.

The answer is not B. This is not an example of group behaviour.

The answer is not C. This is group behaviour; however, sausages are considered discretionary foods.

**The answer is D. The chef is modelling healthy cooking for a group of children.**

#### Question 5

Which key behaviour principle is most likely being represented in the image below?



Source: [ארכון עין השופט](https://creativecommons.org/licenses/by/2.5/), CC BY 2.5 <<https://creativecommons.org/licenses/by/2.5/>>, via Wikimedia Commons

- Repetition
- Exposure
- Modelling**
- None of the above.

The answer is not A. There is no evidence that repetition is occurring in the image.

The answer is not B. The children may be being exposed to ingredients, but there does not seem to be a variety of ingredients displayed.

**The answer is C. The lady is modelling cooking for the children.**

The answer is not D.

## Section B – Short Answer Responses (10 marks)

### Question 1 (3 marks)

Identify three examples of exposure that can be used to promote healthy eating. (2 marks)

For three marks, the student needed to provide two examples of exposure that can be used to promote healthy eating.

Any three of the following responses are suitable:

- Reading a book about vegetables.
- Planting a vegetable garden.
- Cooking with children.
- Taking children shopping for nutritious foods.
- Watching TV shows that talk about healthy eating.

### Question 2 (7 marks)

*You want your child to eat the spinach you serve; your child drops it on the floor. Your well-meaning impulse may be to start talking up nutritious foods, saying how big and strong spinach will make your child. Or you might start bargaining: "Well, if you eat three more bites, I'll give you a cookie."*

<https://kidshealth.org/en/parents/toddler-meals.html>

a. Describe the potential problem with the scenario described above. (3 marks)

For one mark, the student needed to refer to the above scenario.

**In the scenario above, the child is offered a cookie if they eat some nutritious food.**

For two marks, the student needed to explain the potential problem with telling children they can be rewarded with discretionary food if they consume some healthy food.

**This is a concern as the child might develop the habit of rewarding themselves with discretionary foods. This can contribute to being overweight or obese.**

b. Using your knowledge of the modelling and repetition, outline a suitable way a parent can encourage their child to eat vegetables. (4 marks)

For two marks, the student needed to outline how a parent can encourage a child to eat vegetables using the key behavioural principle of modelling.

**Modelling – The parents could invite extended family members over for dinner, particularly if they have some children a little older than their own child. They could serve the spinach during dinner, and the child could observe other people enjoying the spinach. This is modelling and could be one way for the child to accept and try the spinach.**

For two marks, the student needed to outline how a parent can encourage a child to eat vegetables using the key behavioural principle of repetition.

**If the parent serves the spinach in various ways, this may increase the likelihood of the child liking the vegetable. For example, they could make spinach soup, spinach pastry parcels, spinach dip, or salad.**

## Section C – Extended Responses (10 marks)

In a survey conducted in October 2017 by the Royal Children's Hospital in Melbourne, Australian parents were asked a series of questions about their understanding, experiences, and opinions about the diet, nutrition, and eating habits of their children.

A sample of 1,980 parents yielded data on 3,704 children aged between one month and 18 years. Of these 3,704 children,

- 571 (15%) were infants and toddlers (aged zero to less than three years);
- 708 (19%) were preschoolers (aged three to less than five years);
- 1479 (40%) were primary school-aged children (aged six to less than 13 years); and,
- 946 (26%) were teenagers (aged 13 to less than 18 years).

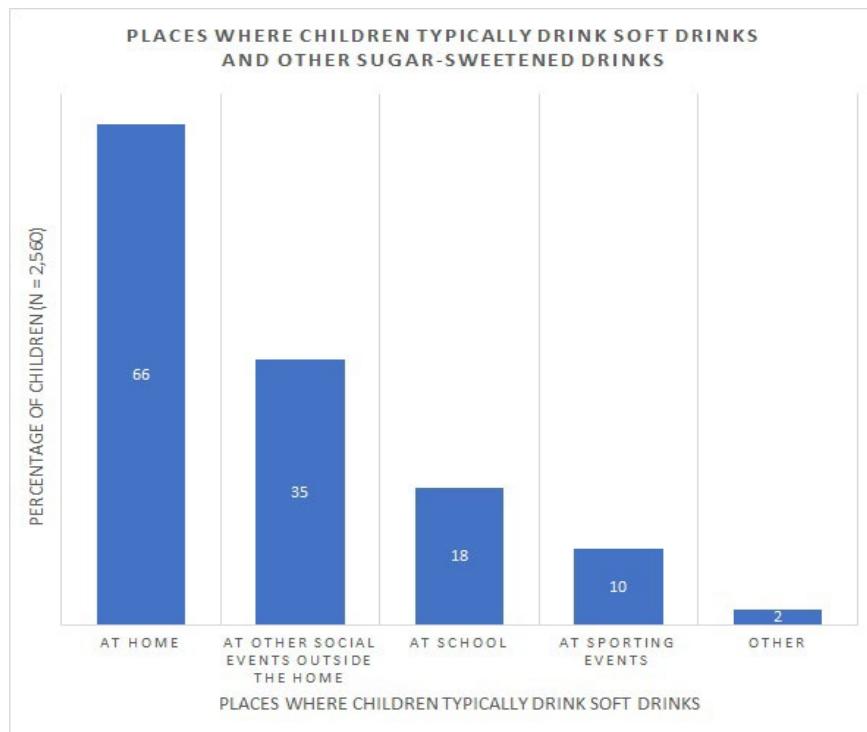
Of those parents interviewed, 91% understood the importance of a healthy diet for their children's wellbeing. However, most parents (57%) said it could be difficult to know what foods are healthy when buying them.

Two-thirds (67%) of parents reported that it was hard to know how much added sugar was in the food they bought for their children. Over half (53%) said it was hard to understand nutrition information labels.

Parents surveyed also indicated that cost was a barrier to making healthy food choices, with three-quarters (77%) of parents saying that they believe healthy food is generally more expensive than unhealthy food.

Advertising is also a factor, with two-thirds (61%) saying that they sometimes buy unhealthy food products that their children request because they have seen them advertised.

The survey results revealed the following data.



Rhodes, D. A., 2017. *Kids and Food: Challenges Families Face*. The Royal Childrens' Hospital Melbourne: National Child Health Poll, Poll 9(December 2017).

Referring to the information above and your own knowledge, analyse the factors that impact the health and wellbeing of children in Australia. In your response, include the following:

- The ways in which social factors influence parent's food choices and children's eating patterns.
- The political influence on the advertising industries and the impact on food choices
- The key behavioural principles behind establishing healthy meal patterns in families

This is an example of a very high-level response:

A vast range of factors impacts the health and wellbeing of children in Australia. These include social factors, such as income and education, and external factors, such as politics, including food advertising. Implementing the key behavioural principles, exposure, modelling, and repetition can help families reinforce healthy meal patterns.

Interrelated social factors influence Australians' responses to healthy eating. The social factor of education can significantly impact a parent's ability to provide healthy food for their children. The parents surveyed identified a lack of education in having the knowledge and skills to understand and interpret food labels. 91% of the parents that responded to the survey identified that they understood the importance of a healthy diet for the health and wellbeing of their children. But 57% identified that a lack of education resulted in them not knowing what to look for when choosing to buy healthy foods, a staggering 67% said they found it challenging to know how much sugar was in a food product, and 53% said they found it hard to understand nutrition labels on food packages. The likely outcome is that parents are less likely to choose healthy packaged food for their children. This is particularly evident in the graph that identifies the home where children were 66% more likely to consume soft drinks and other sugar-sweetened drinks. Improving parent's education about understanding food labels may significantly impact children's health and wellbeing because parents who are educated in reading food labels may be more likely to select packaged foods with lower levels of salt, saturated fat, and sugar. This might restrict the number of discretionary foods in the home, including soft drinks and sugar-sweetened beverages that parents buy, and may encourage children to consume healthier food options.

The other social factor identified by parents as having a negative impact on the health and wellbeing of their children was income. As a result of the survey, 77% of parents said that they felt healthy food was more expensive than unhealthy food. Some healthier food options may not be as accessible for families on a low income; for example, lean minced meat may cost more than regular or lower-grade minced meat that contains higher levels of saturated fat. However, not all healthy food options are more expensive. For instance, an apple may be cheaper than packaged muesli bars high in sugar, or healthier options like lite milk may be more affordable than more expensive chocolate-flavoured sweetened milk. With wise food choices, the social factor of having less income does not always need to result in a decline in healthy eating.

The political influence on advertising is likely to impact children's food choices significantly. Children often lack the cognitive ability to understand when advertising is false or misleading. They can easily believe what advertisements are saying is true, and they cannot always recognise the difference between healthy and discretionary food choices. For this reason, the advertising of food products, specifically to children, is overseen by various political policies and regulations. Two-thirds (61%) of the parents surveyed said that they sometimes buy unhealthy food products their children request because they have seen them advertised. Often when children see food product advertisements, they nag at their parents to buy the food; this is commonly referred to as pester power. Parents often 'give in' and buy the food product to stop the children from nagging them. Various political influences are working to decrease the number of food advertisements advertised to children in the hope that children will desire them less and parents will become less likely to buy discretionary food for their children. For example, in 2021, The Food and Beverages Advertising Code was introduced by the government. This code oversees and restricts a range of aspects of marketing and advertising to children. For example, under the code sponsorship ads that target children are no longer permitted to show occasional (discretionary) food or beverages in their advertisements. Companies sponsoring events can only show such things as brand names and logos, not occasional or discretionary food items. It is hoped that this code will help to reduce the consumption of discretionary food choices. In the survey conducted in 2017, it was found that 10% of children drank soft drinks and sugar-sweetened drinks at sponsored sporting events. It will be interesting to see if this number decreases due to the introduction and enforcement of the 2021, Food and Beverages Advertising Code.

The key behavioural principles of exposure, modelling, and repetition may help families establish healthy eating patterns. Exposure occurs when people get children to see and interact more in healthy environments. This could involve taking children to fruit and vegetable markets which enables them to see a variety of nutritious foods, it could be to have a range of nutritious food available at home, or it could be exposing them to planting a vegetable garden and using those vegetables in the family meals. Modelling involves parents or older siblings eating nutritious food; a parent who drinks water instead of having soft drinks is modelling or demonstrating healthy consumption habits. Over time, children begin to view this as normal and are more likely to start to do the same. This is part of the modelling process. Repetition involves repeating healthy food consumption to make it more accepted by children. It is often said that children need to be exposed to something 20 times before they will accept it as part of their regular diet. Regardless of whether this is true or not, repetitively consuming something is likely to help children become more familiar with the food and more likely to accept it as part of a regular diet.

Children are more likely to consume nutritious foods if their families are modelling the same if they are exposed to nutritious foods and repetitively given these foods. Parents who look for economical, nutritious foods and educate themselves on reading food labels are more likely to help ensure their children eat healthy food. With the support of political influence, parents may positively impact the health and wellbeing of children in Australia.

**Marking Scheme**

<b>Command Term: Analyse</b>		
This means the student needs to identify components/elements and the significance of the relationship between them; draw out and relate implications, determine logic and reasonableness of information. (VCAA).		
<b>Mark</b>	<b>Level</b>	<b>Description</b>
10	Very High	<ul style="list-style-type: none"> <li>Extremely high standard of work.</li> <li>Very clear identification and explanation of key terms.</li> <li>Accurate, clear, and highly effective/relevant reference to stimulus throughout the response.</li> <li>Concise and well-structured response.</li> <li>Very comprehensive analyses that identified and explained the impact of social factors on children's eating patterns.</li> <li>Very comprehensive discussion about the relationship between politics and food advertising and how this impacts food choices of families.</li> <li>Very comprehensive discussion that identified the three key behavioural principles and how they can be used to help establish healthy meal patterns in families.</li> </ul>
8-9	High	<ul style="list-style-type: none"> <li>High standard of work.</li> <li>Clear identification and explanation of key terms.</li> <li>Accurate, clear, and effective/relevant reference to stimulus throughout the response.</li> <li>Well-structured response.</li> <li>Thorough analysis that identified and explained the impact of social factors on children's eating patterns.</li> <li>Thorough discussion about the relationship between politics and food advertising and how this impacts food choices of families.</li> <li>Thorough discussion that identified the three key behavioural principles and how they can help establish healthy meal patterns in families.</li> </ul>
6-7	Good/ Satisfactory	<ul style="list-style-type: none"> <li>Satisfactory level of work.</li> <li>Identification and explanation of most key terms.</li> <li>Relevant reference to stimulus in response.</li> <li>Satisfactory structured response.</li> <li>Good analysis that identified and explained the impact of social factors on children's eating patterns.</li> <li>Good discussion about the relationship between politics and food advertising and how this impacts the food choices of families.</li> <li>Good discussion that identified the three key behavioural principles and how they can help establish healthy meal patterns in families.</li> </ul>
4-5	Basic	<ul style="list-style-type: none"> <li>Basic level of work.</li> <li>Identification and explanation of some key terms.</li> <li>Some reference to stimulus in response.</li> <li>Response lacks structure.</li> <li>Demonstrated some understanding of the social factors impact on children's eating patterns.</li> <li>Demonstrates some understanding of the relationship between politics and food advertising and how this impacts food choices of families.</li> <li>Satisfactory discussion that identified the three key behavioural principles and how they can help establish healthy meal patterns in families.</li> </ul>
2-3	Very basic/ limited	<ul style="list-style-type: none"> <li>Very basic level of work.</li> <li>Identification and explanation of very few key terms.</li> <li>Lacks reference to stimulus in response.</li> <li>Response lacks structure.</li> <li>Demonstrated limited understanding the social factors impact on children's eating patterns.</li> <li>Demonstrated limited understanding about the relationship between politics and food advertising and how this impacts food choices of families.</li> <li>Very brief discussion that identified some key behavioural principles and how they can help establish healthy meal patterns in families.</li> </ul>
0-1	Very limited	<ul style="list-style-type: none"> <li>Inadequate level of work.</li> <li>Minimal, if any, identification and explanation of key terms.</li> <li>Minimal, if any, reference to stimulus in response.</li> <li>Response lacks structure.</li> <li>Very limited understanding of the social factors that impact children's eating patterns.</li> <li>Demonstrated very little understanding about the relationship between politics and food advertising and how this impacts food choices of families.</li> <li>Very brief response that identified some key behavioural principles.</li> </ul>
0	Inadequate	Does not address the question.
NA	No Response	No written response provided.