

Learning outcomes

This lesson will support the achievement of Course Learning Outcomes: 4 and 7.

- Integrate ideas and information from a variety of sources to create coherent academic texts in response to specific task requirements.
- Use analytical and evaluative strategies to demonstrate depth of understanding and reflect on information and feedback.

In this lesson learners will:

- analyse a problem analysis paragraph;
- practice synthesising source material.

Learners should be able to:

- recognise features of textual organisation and demonstrates academic genre awareness;
- integrate ideas and information from a variety of sources to create coherent academic texts in response to specific task requirements;
- use reporting structures to incorporate information from external sources and to distinguish fact from opinion.

Situational analysis

For your research project (presentation and essay) you need to analyse a problem and evaluate potential solutions to this problem. The first step in the problems-solving process is to conduct situational analysis. A *situational analysis* is an attempt to reconstruct the 'problem situation' in order to better understand the options available. This involves identifying the possible causes and potential effects of a given circumstance or phenomenon.

The problem-solving process

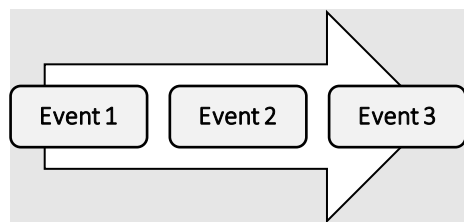
Steps	Approaches
1. Analyse the situation and identify key issues	<p>Define the central problem</p> <ul style="list-style-type: none">• Clarify the issues by outlining significant aspects of the central problem (i.e. the causes and effects)• Identify appropriate analytical tools or frameworks (see <i>Tips for identifying issues and mapping priority concerns</i>)• Identify important information gaps
2. Organise information and select conceptual frameworks	<p>Investigate how and why situations have developed</p> <ul style="list-style-type: none">• Select the relevant concepts, theories and models that you feel will help you to analyse the problem in detail• Organise these into headings that you can use to make a plan for your assignment• Use these headings to search for relevant literature and supporting evidence
3. Identify responses and evaluate their viability	<p>Apply a structured problem-solving approach</p> <ul style="list-style-type: none">• Outline the alternative courses of action to address the problem• List the advantages (or benefits) and risks (or limitations) associated with each course of action• Conduct a factor analysis by evaluating these alternatives against relevant criteria (e.g. cost, time frame etc.)• Make predictions about the likely outcomes associated with different responses and decide on final recommendations

Tips for identifying causes and effects

Cause and effect can be subtle and hard to distinguish. To determine the cause of something, ask why it happened. To determine the effect of a cause, ask what happened as a result. A given causal factor can lead to a chain of events or may instead lead to multiple separate effects. Three general causal relations can exist when a cause and effect relationship exists.

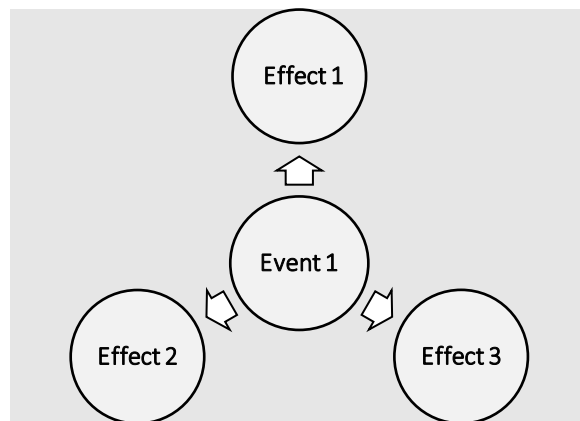
1. Necessary cause - one that must be present for the effect to occur.
2. Sufficient cause - one that can produce an effect unaided, though there maybe more than one sufficient cause of a given effect.
3. Contributory cause - one that helps to produce an effect but cannot do so by itself.

Causal chain



Note that in this causal chain model, Event 2 is the effect of Event 1 and the cause of Event 3.

Cause-multiple effects



Task 1: Identifying causes and effects

In the *Unit 4 Reading Skills* lesson you read part of a report titled *Australia's Health 2018* and you considered the problem of obesity in Australia.

1. What causes and effects of obesity in Australia can you remember from the report?
2. Could the diagrams above (causal chain or cause-multiple effects) be applied to the causes and effects that you discussed?

Using sources for support

For your research project (presentation and essay) you need to incorporate information from a variety of sources to support your claims. This is called synthesising information.

Task 2: Identifying supporting evidence

Imagine you are writing an essay with the following purpose statement:

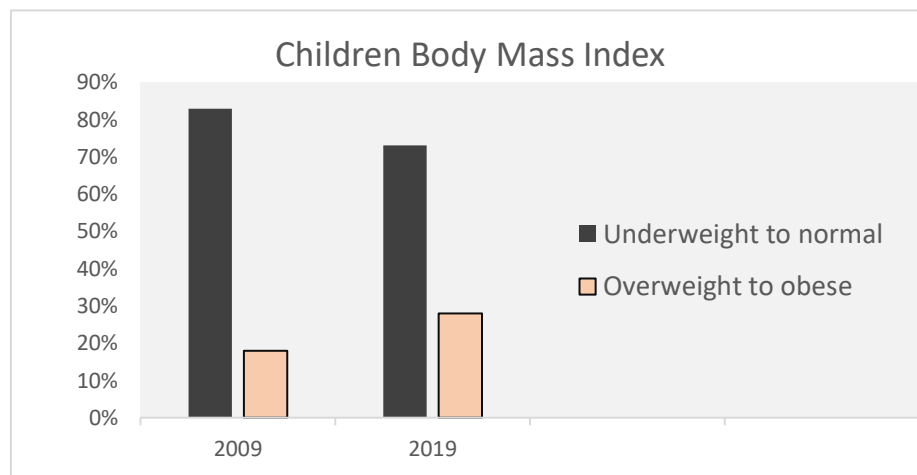
This essay will analyse the problem of childhood obesity in Australia and recommend some feasible strategies to address it.

Look at the two extracts from sources below. Highlight information that is relevant to an essay on this topic. In which parts of this essay could you use this information?

Source 1: Paediatric Association of Australia 2019, *The body mass report*, accessed 13 February 2019, <<http://auspaediatrics.com.au/1056>>.

Obesity is a major contributor to the global burden of chronic disease and disability. Globally, levels of childhood obesity have been rising for a number of reasons. These include a shift in dietary trends towards increased intake of foods that are high in fat and sugars and a reduction in the amount of time spent on physical activity.

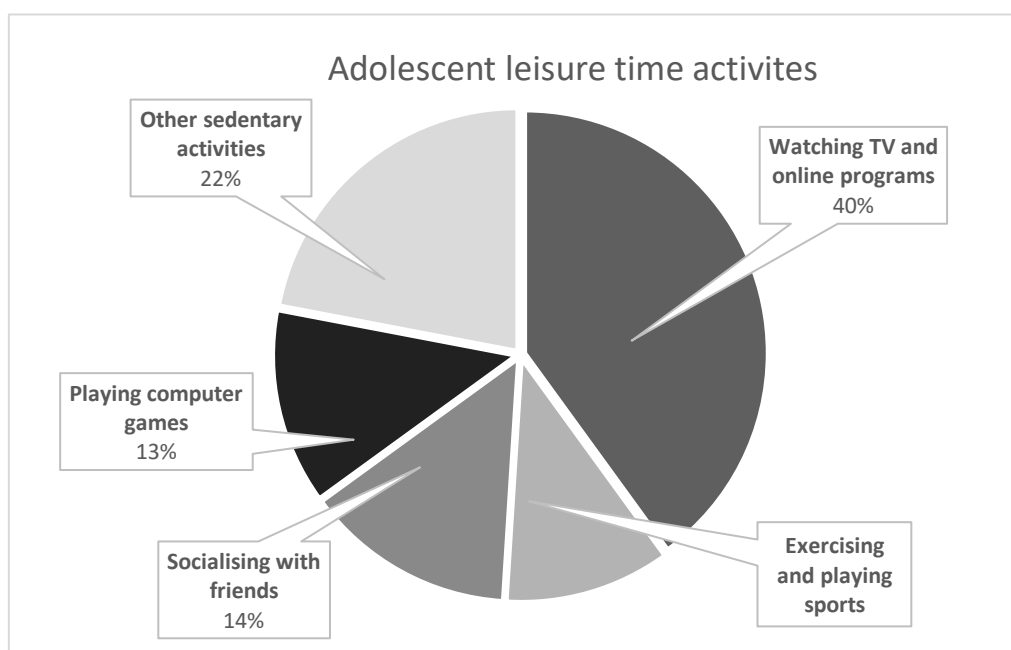
Obesity not only has significant health and social impacts, but also considerable economic impacts. The total annual cost of obesity in Australia, including health system costs and productivity and carer costs, is estimated to be around \$58 billion.



Source 2: Jacobs, A & Sinclair, P 2015, *The sedentary generation*, NSW Centre for Obesity Research and Education, Sydney, p.3.

Children who do not get enough physical activity and spend significant amounts of time in sedentary states increase their likelihood of poor fitness, raised cholesterol and being overweight in adulthood. Related research has also shown that the incidence of obesity is highest among children who watch TV for long periods each day, compared with children

who watch TV for a smaller amount of time each day. Australian guidelines recommend that children should not spend more than two hours a day watching TV, playing computer games or using other electronic media for entertainment.



Task 3: Identifying paraphrasing conventions

Below are some example paraphrases of ideas from Source 1. Compare the original source above and the paraphrase below, and identify the following features:

- Reporting structure and in-text citations,
- Accurate representation of the idea from the original source, and
- Changed language (e.g. word order, synonyms, different word forms).

1. The Paediatric Association of Australia (2019) points out that a decline in the number of hours spent being active coupled with a rise in the consumption of high-fat, high-sugar foods have resulted in a surge in rates of childhood obesity.
2. An annual estimated cost of \$58 billion (The Paediatric Association of Australia 2019) illustrates the serious burden placed on the Australian health system by obesity.
3. Data from the Paediatric Association of Australia (2019) indicates that there was a significant increase in the rate of children considered overweight or obese between 2009 and 2019.
4. Research shows that the rate of overweight and obese children increased by 50% in the decade between 2009 and 2019 (Paediatric Association of Australia 2019).
5. According to *The Body Mass Report* (Paediatric Association of Australia 2019), rates of childhood obesity rose from slightly under 20% in 2009 to almost 30% in 2019.
6. The numerous impacts of obesity are felt across the Australian society with an estimated \$58 million spent annually on healthcare as a direct result (The Paediatric Association of Australia 2019).

Task 4: Paraphrasing practice

1. Choose one relevant idea from Source 2 and write a 1-2 sentence paraphrase of this idea. Remember to include an in-text citation using Harvard referencing style, and an appropriate reporting structure.

Your paraphrase: _____

2. Give feedback to a partner on their paraphrase. Are the reporting structure and in-text citation used correctly? Does it accurately reflect the idea from the source? Is the language from the source changed to the student's own language?

Task 5: Incorporating evidence in a paragraph

Below is a problem analysis paragraph, where the supporting evidence has been removed. Choose the most appropriate place to put each of these supporting sentences:

- a) this rate increased by 50% in the decade between 2009 and 2019 (PAA 2019).
- b) Research shows that children are spending less time undertaking physical activity (PAA 2019; Jacobs & Sinclair 2015).
- c) Children's diets increasingly contain foods high in sugar and fat (Paediatric Association of Australia 2019).
- d) including raised cholesterol (Jacobs & Sinclair 2015).
- e) According to Jacobs and Sinclair (2015, p. 3), three quarters of adolescents' leisure time is spent on sedentary activities including watching TV and playing computer games, while only around 10% of the time is spent exercising and playing sport.

Problem analysis paragraph
There are a number of factors that contribute to the problem of obesity amongst Australian children. Poor diet is one significant factor. ____ (1) c ____ . In addition to diet, physical activity also plays a major role. ____ (2) b ____ . ____ e (3) ____ These factors have contributed to a significant increase in the number of children considered overweight or obese; ____ (4) a ____ This has serious implications for the wellbeing of individuals and the wider health care system. Obese children are more likely to remain obese into adulthood and have a range of health problems, ____ (5) d ____ . Thus, measures are needed to reduce childhood obesity and improve Australia's health outcomes.

Task 6: Identifying in-text citation conventions

Refer back to the paragraph from Task 5 and focus on the in-text citations.

1. Which reporting structures use integral citations and which use non-integral citations? (See the appendix in *Reading Skills Unit 2*.)
2. For the citation with two author names, when is 'and' used and when is '&' used?
3. What does 'PAA' refer to in citation (a) and (b)? When can you use an abbreviated form of a source name in your citation?
4. In paraphrase (b), the following citation is used: (PAA 2019; Jacobs & Sinclair 2015). Why are the two sources separated by a semi-colon? When can you use this type of citation?

For detailed instructions on referencing and citations visit <https://student.unsw.edu.au/harvard-referencing>

Introduction Paragraphs

An essay introduction provides an orientation for your reader. It should establish the topic and important trends and issues, define key terms, state the purpose of the essay and provide an outline of the scope.

Task 7: Structuring an introduction

Below is an introduction paragraph on the topic of childhood obesity in Australia, but the sentences are out of order. Re-order these in an appropriate order by matching each sentence to its function in the table below.

- a) This essay will analyse the problem of childhood obesity in Australia and recommend some feasible strategies to address it.
- b) It has serious health, social and economic consequences for not only obese children, but also the wider society.
- c) As amounts of screen-time and junk food consumption increase, Australian children are becoming increasingly overweight and obese.
- d) Obesity is defined as an excessive accumulation of fat measured by a body mass index (BMI) of 30 or more (AIHW 2018).
- e) These will include improving diets and levels of physical activity.

Function	Sentence
Orientation: topic / trend	c
Definition	d
Orientation: central issue	e
Purpose Statement	a
Outline / Scope	b

Language Focus: *Causes and effects*

Task 8: Writing sentences describing causes and effects

Look again at these six factors which contribute to an 'obesogenic environment', which were discussed in the *Unit 4 Reading Skills* lesson:

- a. Change in food and portion sizes
- b. Built environment
- c. *Changing work lives*
- d. School environment
- e. Technology
- f. Food advertising

Choose one of these factors and write sentences describing how this can lead to increased rates of obesity. Try to complete sentences using the four different language patterns shown in *Appendix 1*. Remember to use hedging language when appropriate.

Example:

Factor: c. changing work lives

1. Nouns and verbs	2. Prepositional phrase + noun phrase
Working longer hours contributes to a more sedentary lifestyle, which may lead to increased rates of obesity.	Because of longer work hours, lifestyles tend to become more sedentary, resulting in higher rates of obesity.
3. Subordinating conjunction + dependent clause	4. Sentence connector + sentence
As working hours increase, lifestyles become increasingly sedentary, which contributes to increased rates of obesity.	Longer work hours often lead to more sedentary lifestyles. Partly as a result of this, obesity rates are increasing.

Note the words highlighted in *italics* use hedging language in order to make the claims more tentative. This is common when describing causes and effects where no direct link has been comprehensively proven.

Factor: _____

1. Nouns and verbs	2. Prepositional phrase + noun phrase
Increased levels of obesity are caused by food advertising	

3. Subordinating conjunction + dependent clause	4. Sentence connector + sentence

Post-lesson tasks

1. *Appendix 2* contains the complete essay analysed in this lesson. Read the essay and annotate it with the function of each sentence. Note how the introduction and conclusion cohesively link to the ideas in the body paragraphs.
2. Skim pages 238-240 of the *Australia's Health 2018* report from the *Unit 4 Reading Skills* lesson. Compare the sentences you wrote in Task 9 with those in the report.
3. *Appendix 3* contains another example essay on the topic of sugar-sweetened beverages. First, read the essay questions and source extracts and consider how you could use these extracts as evidence in an essay. Then, read the example essay and note how these sources have been incorporated.

References

Australian Bureau of Statistics 2014, *Australian Health Survey: Nutrition First Results - Foods and Nutrients, 2011-12*, the Australian Bureau of Statistics, accessed 1 March 2019, <<http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/4364.0.55.007~2011-12~Main%20Features~Non-alcoholic%20beverages~701>>.

Australian Institute of Health and Welfare 2018, *Australia's health 2018*, the Australian Institute of Health and Welfare, Canberra.

Appendix 1: Cause-effect language patterns

1. Nouns and verbs	Example sentences
Verbs <i>cause</i> <i>lead to</i> <i>result in</i> <i>affect</i> <i>contribute to</i> Nouns <i>an effect on</i> <i>a cause of</i> Verbs <i>result from</i> <i>be caused by</i> <i>be impacted by</i> Nouns <i>an effect of</i> <i>a consequence of</i> <i>a result of</i>	<i>Cause → Effect</i> <ol style="list-style-type: none"> 1. A diet high in fats and sugars can result in obesity. 2. A sedentary lifestyle contributes to obesity. 3. The careless disposal of plastic has caused a number of serious impacts. 4. Plastic rubbish is one of the key causes of ocean pollution. <i>Effect → Cause</i> <ol style="list-style-type: none"> 1. Increased levels of obesity are caused by a number of different factors. 2. Overweight and obesity are a consequence of increasingly sedentary lifestyles. 3. Animals such as birds and turtles may be killed as a result of plastic pollution. 4. Human health may be ultimately impacted by consuming fish that have ingested plastic.
2. Prepositional phrase + noun / noun phrase (cause)	
<i>owing to</i> <i>because of</i> <i>due to</i> <i>as a result of</i> <i>as a consequence of</i> <i>on account of</i>	<ol style="list-style-type: none"> 1. The rate of obesity has increased dramatically due to a number of different factors. 2. Because of the careless disposal of plastic in the oceans, marine ecosystems have been impacted.
3. Subordinating conjunction + dependent clause (cause)	
<i>as</i> <i>since</i> <i>because</i>	<i>These words can be used to make complex sentences by linking an independent and dependent clause.</i> <ol style="list-style-type: none"> 1. A number of fish species are threatened because plastic pollution is increasing in the ocean. 2. As plastic pollution in the ocean increases, a number of fish species are threatened. 3. Inactive people burn fewer calories because/as/since they use less energy. 4. Because/as/since they use less energy, inactive people burn fewer calories.
4. Sentence connector + sentence (effect)	
<i>therefore</i> <i>thus</i> <i>as a result</i> <i>as a consequence</i> <i>consequently</i> <i>because of this</i> <i>hence</i> <i>accordingly</i>	<ol style="list-style-type: none"> 1. Inactive people use less energy. As a result, they burn fewer calories than those who are active. 2. Animals such as birds and turtles may become entangled in plastic packaging or mistake it for food. Consequently, their lives are endangered and the food chain is disrupted.

Appendix 2: Problem-solution essay example 1

Essay Question:

Analyse the problem of childhood obesity in Australia and suggest some practical alleviation strategies to address it.

Example essay	Annotations
<p>As amounts of screen-time and junk food consumption increase, Australian children are becoming increasingly overweight and obese. Obesity is defined as an excessive accumulation of fat measured by a body mass index (BMI) of 30 or more (Australian Institute of Health and Welfare 2018). It has serious health, social and economic consequences for not only obese children, but also the wider society. This essay will analyse the problem of childhood obesity in Australia and recommend some feasible strategies to address it. These will include improving diets and levels of physical activity.</p> <p>Several factors contribute to the problem of obesity amongst Australian children. Poor diet is one significant factor. Children's diets increasingly contain foods high in sugar and fat (Paediatric Association of Australia 2019). In addition to diet, physical activity also plays a key role. Research shows that children are spending less time undertaking physical activity (PAA 2019; Jacobs & Sinclair 2015). According to Jacobs and Sinclair (2015, p. 3), three quarters of adolescents' leisure time is spent on sedentary activities including watching TV and playing computer games, while only around 10% of the time is spent exercising and playing sport. Children's exposure to junk food advertising also has significant influences on their food and drink preferences with detrimental impacts to health (Smith et al. 2019). These factors have contributed to a significant increase in the number of children considered overweight or obese; this rate increased by 50% in the decade between 2009 and 2019 (PAA 2019). This has serious implications for the wellbeing of individuals and the wider health care system. Obese children are more likely to remain obese into adulthood and have a range of health problems, including raised cholesterol (Jacobs & Sinclair 2015). Thus, measures are needed to reduce childhood obesity and improve Australia's health outcomes.</p> <p>One suggestion to reduce childhood obesity is to encourage more physical activity. Given the extensive time children spend in school, integrating physical education programs into school curricula could be an effective measure. One hour of intensive sporting or exercise activities should be built into daily timetables in primary and high schools as recommended by The Australian Department of Public Health (2017) guidelines. If these activities are engaging and enjoyable, they could help children cultivate and maintain healthy practices and interests which could last a lifetime, and thereby</p>	

reduce the risk of obesity. Some argue that school time should be devoted to academic pursuits rather than physical activities and this has been a growing argument due to the current emphasis on standardised testing in many countries. However, physical activity has been reported to promote brain development and improve academic performance. An extensive review of research by the US Center for Disease Control (2015) has concluded that exercise among children and adolescents can improve concentration, cognitive skills and classroom behaviour and attitudes, which all contribute to improved academic performance. Considering the benefits of school-mandated physical education programs, it is urgent that school boards and educators cooperate to plan and implement such programs guided by physical fitness experts.

Another recommendation to combat obesity is to enforce strict guidelines on the marketing of 'junk food' to children. This could include a ban on television advertising during times that children are most likely to be watching. Restrictions on billboard and poster advertising in and around school areas, as well as online advertising on social media and gaming websites could also be enforced. This policy is likely to meet resistance from food manufacturers who profit from selling non-nutritious food as well as other stakeholders such as major sports organisations and events that are often sponsored by unhealthy food and beverage companies (Bragg et al. 2018). There is no doubt that imposing these restrictions on such lucrative advertising will be challenging to implement. Nevertheless, it is more important to consider the health concerns associated with obesity and the long-term medical and social costs to treat obesity-related diseases. The Paediatric Association of Australia (2019) estimates that \$60 billion is spent on dealing with the direct and indirect impacts of obesity. Hence, limiting advertising and preventing obesity has society-wide benefits.

In conclusion, the childhood obesity epidemic in Australia is a crucial issue with significant health, social and economic effects. Promoting physical education programs and placing restrictions on the advertising of junk food are two approaches which could help to curb this trend. Cooperation between government health advisors, educators, community and business organisations is essential in ensuring the effectiveness of these measures. It is imperative that healthy diet and lifestyle habits are established early amongst Australian children to secure a healthy society in future generations.

(763 words)

References

Australian Department of Public Health 2017, National strategic framework for childhood obesity, accessed 18 March 2018,

<p><http://www.health.gov.au/internet/main/publishing.nsf/Content/national-strategic-framework-child-health>.</p> <p>Bragg, MA, Miller, AN, Roberto, CA, Sam, R, Sarda, V, Harris, JL & Brownell, KD, 2018, 'Sports sponsorships of food and nonalcoholic beverages', <i>Pediatrics</i>, vol. 141, no. 4.</p> <p>Centers for Disease Control and Prevention, 2015, <i>The association between school based physical activity, including physical education, and academic performance</i>. Atlanta, GA: U.S. Department of Health and Human Services.</p> <p>Jacobs, A & Sinclair, P 2015, The sedentary generation, NSW Centre for Obesity Research and Education, Sydney, p.3.</p> <p>Paediatric Association of Australia 2019, The body mass report, accessed 13 February 2019, <http://auspaediatrics.com.au/1056>.</p> <p>Smith, R, Kelly, B, Yeatman, H, & Boyland, E, 2019, 'Food Marketing Influences Children's Attitudes, Preferences and Consumption: A Systematic Critical Review', <i>Nutrients</i>, vol. 11, no. 4, p. 875. https://doi.org/10.3390/nu11040875</p> <p>Thompson, N & Barlow, S 2018, 'Childhood obesity', <i>Journal of Paediatric Health</i>, vol. 68, p. 17.</p> <p>(Note: Some extra references have been included that are not in the lesson source extracts)</p>	
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Appendix 3: Problem-solution essay example 2

Essay Question:

Analyse the problem of the overconsumption of sugar-sweetened beverages in Australia and evaluate viable alleviation strategies.

Source extracts

Below are extracts from three sources that could be used as evidence in an essay answering this question.

1. Analyse the sources and highlight information that would be relevant to answering the question above.
2. Read the example essay below and note how these three sources have been incorporated into the essay.

Source 1:

Hector D, Rangan A, Louie J, Flood V, Gill T 2009, *Soft drinks, weight status and health: a review*, A NSW Centre for Public Health Nutrition project for NSW Health, Sydney.

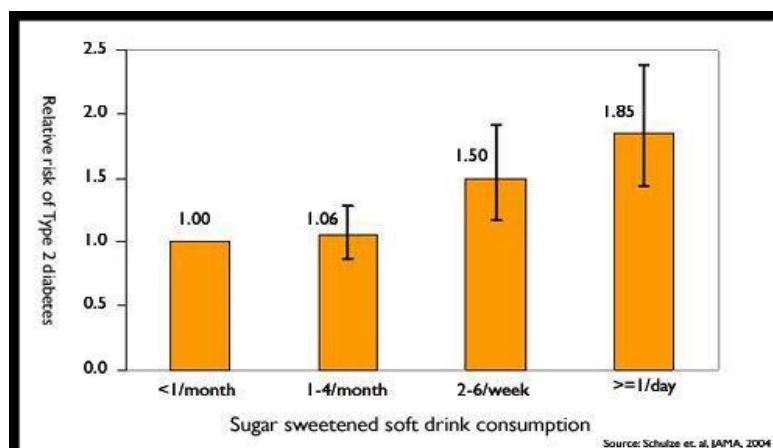
The limited social research on attitudes to soft drink has shown that there is a lack of awareness of the potential health consequences of excessive soft drink consumption and that a reduction in consumption is not seen as a high priority dietary change, particularly among those high-risk consumers.

[Page 31]

Source 2:

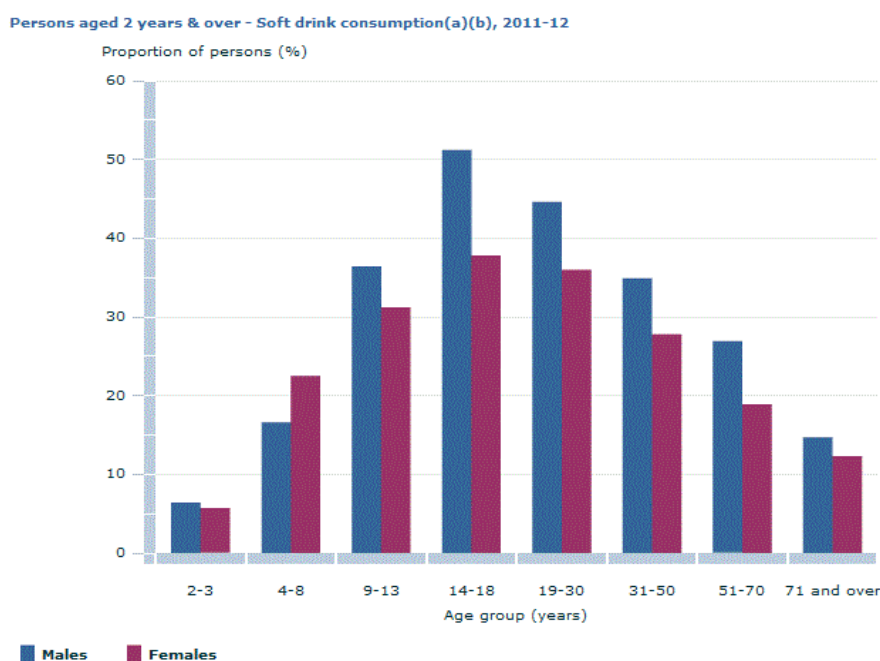
Schulze, MB, Manson, JE, Ludwig, DS, Colditz, GA, Stampfer, MJ, Willett, WC and Hu, FB 2004, 'Sugar-sweetened beverages, weight gain, and incidence of type 2 diabetes in young and middle-aged women', *JAMA*, vol. 292, no. 8, pp. 927-934.

Relative risk of Type 2 diabetes compared to number of servings of sugar-sweetened beverages consumed per day.



Source 3:

Australian Bureau of Statistics 2014, *Australian Health Survey: Nutrition First Results - Foods and Nutrients, 2011-12*, Cat no. 4364.0.55.007, Australian Bureau of Statistics, Canberra.



Example essay	Annotations
<p>The rising consumption of sugar-sweetened drinks such as soft drinks, energy drinks, cordial, and fruit juice by children in Australia has raised concern from health agencies. This is because the intake of these beverages has a number of negative consequences. This essay will analyse the problem of the overconsumption of sugar-sweetened beverages and evaluate some viable solutions. It will explore alleviation strategies in the areas of increasing public awareness and the role that schools can play in minimising this problem.</p> <p>There are several reasons for the rise in the consumption of sugar-sweetened drinks. One of the main causes is that these drinks simply taste good. Many children enjoy the flavours that these beverages offer and are not too worried about the negative effects of the high amounts of sugar contained in them. This has been confirmed by the social research available, which shows that high-risk consumers are not concerned about the health effects of over-consuming soft drinks (Hector et al. 2009, p. 31). The easy availability of soft drinks is another important factor. A report by Hector et al. (2009) states that ready access to soft drinks inevitably encourages consumption by adolescents. This may include availability at both school and at home. The overconsumption of sugary drinks has serious health</p>	

implications, as it may lead to higher rates of obesity, diabetes, and dental caries. Schulze et al. (2004) report a significant increased risk of Type 2 diabetes amongst consumers who drink more than two servings of sugary drinks per week. In addition to health concerns for individuals, these problems could prove to be costly for the government in terms of healthcare; therefore, viable policies to alleviate this issue require careful consideration.

One possible solution may be to increase public awareness of the dangers of consuming too many soft drinks by developing innovative social marketing campaigns. Data from the Australian Bureau of Statistics (2014) clearly show that adolescents who are aged between 14 and 18 are the highest consumers of soft drinks. Therefore, online advertising, particularly via social media websites and apps may be a useful approach in raising the awareness of this age group, and thereby encouraging improved dietary habits. According to Te, Ford and Schubert (2019), who have researched the benefits of social media health campaigns for obesity and heart issues, online platforms hold much potential for health campaigns against sugar-sweetened beverage consumption. This online advertising would require the support of government, health professionals and advertising experts. A potential limitation of online advertising is that several major soft drink companies regularly advertise on social media platforms (Brownhill et al. 2018). These platforms may be unwilling to risk losing lucrative advertising deals by promoting awareness of the health dangers of these products. Thus, government agencies may need to offer incentives for social media platforms to join the campaign against unhealthy sugary drinks. The obvious long-term health benefits that could result from such a measure would justify the expense and may lead to an overall reduction in government spending on healthcare.

In addition to social marketing, another recommendation may be restricting access to soft drinks, especially in schools. Figures from the ABS (2014) show that as children progress from age 4 to 18, their consumption of soft drinks increases markedly. Thus, state governments should implement a policy to restrict the sale of soft drinks in school cafeterias and from vending machines on school grounds. This would require support from state governments, health experts, and the whole school community. It would also be more effective if combined with schoolwide programmes that encourage nutritious eating and health. At first there may be some form of resistance from some students, and there is no guaranteeing that students will not have access to such drinks outside of school. However, if schools can take a leading step by modelling a healthy environment, it would encourage students to be more aware of the benefits and consume only nutritious beverages at school. These

healthy habits could potentially transfer to students' home life as well and inform their future dietary choices.

In conclusion, soft drink overconsumption has a range of negative health impacts. Social marketing campaigns and restricting the sale of sugar-sweetened beverages in schools may alleviate the problem. These interventions would need to be applied in combination with other health programmes in schools and extend to other target groups. For these strategies to be effective, policy makers and relevant health agencies need to collaborate with community and school groups. The outcomes may lead to overall improvements in health for the future generations of Australia.

(756 words)

References

Australian Bureau of Statistics 2014, Australian Health Survey: Nutrition First Results - Foods and Nutrients, 2011-12, Cat no. 4364.0.55.007, Australian Bureau of Statistics, Canberra.

Brownhill, AL, Miller, CL & Braunack-Mayer, AJ, 2018, 'The marketing of sugar-sweetened beverages to young people on Facebook', Australian and New Zealand journal of public health, vol. 42, no. 4, pp.354-360.

Hector D, Rangan A, Louie J, Flood V, Gill T 2009, Soft drinks, weight status and health: a review, A NSW Centre for Public Health Nutrition project for NSW Health, Sydney.

Schulze, MB, Manson, JE, Ludwig, DS, Colditz, GA, Stampfer, MJ, Willett, WC and Hu, FB 2004, 'Sugar-sweetened beverages, weight gain, and incidence of type 2 diabetes in young and middle-aged women', JAMA, vol. 292, no. 8, pp. 927-934.

Te, V, Ford, P & Schubert, L, 2019 'Exploring social media campaigns against sugar-sweetened beverage consumption: A systematic search', Cogent Medicine, vol. 6, no. 1, p.1607432.

(Note: Some extra references have been included in addition to the three source extracts provided)