

Course Profile

Food and Nutrition

Grade 9 or 10

Open

• *for teachers by teachers*

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Queen's Printer for Ontario

Acknowledgments

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Unit # 4: Body Image

Time: 26 hours or 1560 minutes; 21 classes (approximately)

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Development Date: April 7, 1999.

Unit Description

This unit examines current issues of body image and its relationship to eating disorders. Students will learn how to make informed food decisions with respect to society's changing perception of beauty, unhealthy eating patterns and personal food choices that affect their ability to deal with stress. They will identify the importance of diet in achieving overall well being. Students will have opportunities to integrate Catholic values and teaching as a method for enhancing their physical, social, emotional, intellectual, and spiritual health.

Strand(s) & Expectations

Ontario Catholic School Graduate Expectations: OCSGE: 1e; 2c,e; 3c; 4a,d,h; 7b

Strand(s): Social Challenges

Overall Expectations: SCV.01X, SCV.02X
Specific Expectations: SC1.01X, SC1.02X, SC1.03X, SC1.04X, SC1.05X, SC1.06X, SC2.01X, SC2.02X, SC2.03X

Activity Titles (Time + Sequence)

Activity 1	Society's Perception of Beauty	220 min., 3 classes (approx.)
Activity 2	Body Image	220 min., 3 classes (approx.)
Activity 3	Body Image and Unhealthy Habits	375 min., 5 classes
Activity 4	Healthy Body Weight	300 min., 4 classes
Activity 5	Food Decisions and Stress	220 min., 3 classes (approx.)
Activity 6	Personal Well Being	225 min., 3 classes

Unit Planning Notes

Teacher should gather a variety of teenage magazines, newspaper articles, fact sheets, videos, musical recordings and Internet addresses. Teachers should ensure that these resources represent a variety of cultural groups and both genders. At the end of each unit, students are to select pieces of work that they would like to add to their portfolio. Preliminary preparation will be necessary to develop some in class teaching aids. Implement School Board policies on appropriate student use and access to Internet services to ensure safety and/censorship.

Prior Knowledge Required

Significance of prayer and scripture
Effective verbal skills
Computer literacy skills
Cooperative learning skills

Secondary social science research skills
Brainstorming techniques
Critical thinking skills

Teaching/Learning Strategies

Brainstorming
Buddy System
Case Study
Class Discussion
Collaborative/Cooperative learning
Computer Assisted learning
Conferencing
Homework
Inquiry
Inquiry Process

Issue Based Analysis
Journal Writing
Learning Centres
Note Making
Report/Presentation
Research
Sequence Chart
Socratic Lesson
Theological Reflection
The web

Assessment/Evaluation Strategies

Activity/answer sheets (i.e., media evaluation)
Class discussion
Classroom presentation
Group work
Letter writing
Lists of research findings
Portfolio self assessment
Poster/pamphlet assignment

Research project/essay
Presentations of case study solutions
Reading response assignment
Response journal
Self assessment
Student/teacher conferences
Written report/assignment

Assessment tools will include:

- Checklists
- Marking schemes
- Rubrics
- Anecdotal comments with suggestions for improvement (self/peer/teacher evaluation)

Resources

1. Ahlers, Julia, and Wilt, Michael (1995). Christian Justice MN, USA: St. Mary's Press.
2. Bear, Merryl. (October 1996). "Exercise, Physical Appearance and Self-Esteem in Adolescence". National Eating Disorder Information Centre Bulletin, V.11(4).
3. Beck, Margaret. (August 1996). "A Spirited Journey: Holistic Healing From Eating Problems". National Eating Disorder Information Centre Bulletin, V.11(3).
4. Beef Marketing Board. (1997). A Matter of Fat. Ontario: Beef Information Centre
5. Berezani, Steven. (March 24, 1998). "Looking Good at Any Cost". Toronto Star.
6. Beveridge, C. and Leitenberg, G. Wellness Teachers Guide. (1994). Canada: McGraw-Hill Ryerson Ltd.
7. "Body Image Challenge- Go Figure". (1998, March). Chatelaine, 68-73.
8. Brehm, Barbara A. Ed. D., (1998, May), When Stress Triggers Overeating, Fitness Management Magazine, Vol. 14, No. 6, p. 35.
9. Britt, Donna. (1993, Jan. 16). "Creating Love Goddesses Out of Children". Toronto Star, JI, pp. 1, 7.
10. Canadian Cancer Society, Health and Stroke Foundation and Ontario Ministry of Health. (1997). Healthy Eating Manual. Ontario: Queen's Printer.
11. Canadian Egg Marketing Board. (1995). Putting Fat into Perspective. Ontario: Canadian Egg Marketing Agency.

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12. Corwin, Miles. (1994, Feb. 19). "Sexism Illustrated". Toronto Star, G2, p. 2.
 13. Diebel, Linda. (1996, Dec. 2). "Not-So-Natural Beauty". Toronto Star, sec. E4.
 14. Friedman, David. (1994, Sept. 24). "Men Struggle to Measure Up". Toronto Star.
 15. "In the Big Time". (1998, April). Canadian Living. pp. 40-44.
 16. Jasper, Karin. "Messages From the Media" National Eating Disorder Information Bulletin, V9(1).
 17. Kowtaluk, Helen and Kopan Alice, (1990), Food for Today, McGraw Hill Ryerson, pp. 70-73.
 18. Letter Writing Guide. (1997). Mediawatch. Toronto. Canada.
 19. Macpherson, Catherine. "Eating Disorders and Body Image". Pineapple Appeal Inc. Owatonna.
 20. Peel Health Department. My Body Shape- What is Right for Me. Fact sheet.
 21. Red Deer Regional Health Unit. The Best You Can Be. Alberta, Canada.
 22. Rice, Carla. (1993). "Freeing Future Generations: Raising Our Children Without Food and Weight Problems". Nutrition Quarterly, V17(3).
 23. Riskin, Mary Walters. (1994). Feeling Good, Looking Great. Wellness. Canada: McGraw-Hill Ryerson Ltd.
 24. Seaver, Andrea et al. (1997). "Every BODY is a Somebody". Varsity Design & Computer Works.
 25. Siebert, Myrtle and Kerr, Evelyn. (1994). Food For Life. Canada: McGraw-Hill Ryerson.
 26. The Body Image Coalition of Peel (1997, Feb.). EveryBODY is a Somebody. Ontario Ministry of Health. Canada. Desktop Pub.
 27. Vitality. (1994) Body-image, Health and Well-being- The Social Dynamics. Health Promotion Directorate, Health Canada.
 28. Vitality. (1994). Healthy Eating and Self-Esteem - The Body-image Connection. Health Promotion Directorate, Health Canada.
 29. Walters Risken, Mary. (1994). "I Want to be Beautiful So Bad it Makes Me Sick". Beveridge, Cathy. "Wellness" Canada. McGraw-Hill Ryerson Ltd.
 30. Walters Risken, Mary. (1994). "The Weighting Game". Beveridge, Cathy. "Wellness" Canada. McGraw-Hill Ryerson Ltd.
 31. Walters Riskin, Mary. (1994). "The Search for the Perfect Body". Beveridge, Cathy. "Wellness" Canada. McGraw-Hill Ryerson Ltd. Canada.
 32. (1994) Reaching Out. Maxwell Macmillan Canada, Inc.
 33. (1997) Turning Points. Prentice Hall Ginn Canada, Inc.

Videotapes:

The Myth of the Perfect Body. (1995). Lake Zurich, IL. The Learning Seed.

Web Sites: (As of April, 1999)

1. Fitness Link, <<http://www.fitnesslink.com>>
2. Males and Eating Disorders, <<http://www.primenet.com/~danslos/males/resources.html>>
3. National Eating Disorder Information Centre. <http://www.nedic.on.ca/about-us.html>
4. Physical. <www.phys.com>
5. Thrive@eats, <<http://www.thriveonline.com>>
6. Wellness International, <<http://www.wellnessnet.com/testfat.htm>>

Activity #1: Society's Perception of Beauty

Time: 220 minutes, 3 classes (approx.)

Description

Students will be able to analyze society's perception of beauty. Their analysis will be achieved through the use of print materials such as magazines, journals, publications and newspaper articles as well as television, Internet, current pop culture videos and music. Students will acquire knowledge of the historical and cultural perspective of beauty/attractiveness. Reflection of the images presented in current literature and media will enable the student to determine society's changing perception of beauty.

Strands and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to:

- 2c, present information and ideas clearly and honestly and with sensitivity to others

Strand: Social Challenges

Overall Expectations

At the end of Grade 9, students will:

- SCV.01X, analyze the concept of body image and its relationship to eating disorders and body altering substance abuse

Specific Expectations

Students will:

- SC1.01X, analyze information from several sources (e.g., newspapers, magazines, marketing media, the Internet, television) to determine society's changing perception of beauty

Planning Notes

- Create overhead with Bible passage from Genesis 1:26-27 quote.
- Collect current popular magazines to assist with activity.
- Teacher assembles visuals, in the form of pictures, slides, or movie depicting trends in society's perception of beauty. Include in selection representation of various cultures.
- Assembly of materials required for learning centres such as: newspaper and/or journal articles, government and/or national organization materials, magazine advertisements, current music recordings.
- Teacher-generated handout for strategy #4 and #5.

Prior Knowledge Required

- significance of scripture readings
- creation of a web

Teacher/Learning Strategies

1. Teacher reads Genesis 1:26-27: "Let us make humankind in our image, according to our likeness...so God created humankind in his image, in the image of God he created them; male and female he created them."
 - Students discuss: 'If God has created us in his image, what does he look like?'; Create a web with answers surrounding the central theme 'God's Image'; Include in discussion spiritual (inner beauty) versus physical beauty.

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- Students use current magazines in gathering ideas to complete a second web with the central theme ‘People portrayed in magazines’.
 - Students discuss:
 - The differences between the two webs
 - Why there are differences
 - What this activity tells you about society and its perception of beauty/attractiveness
 - Are segments of society missing from the magazines (different races, physical and developmental disabilities)
2. Divide the class into two groups – males and females. Each generates a list of descriptors for both ‘The Ideal Male Image’ and ‘The Ideal Female Image’. They record responses on chart paper. Discuss the following:
 - What are the differences between the male and female generated lists, why?
 - Are these images realistic, why/why not?
 - Are you comfortable with the results, why/why not?
 3. Discuss and add the following to the charts:
 - What is missing from these lists (ie. characteristics of inner beauty).
 - Teacher gives Socratic lesson on Society’s Changing perception of beauty. Include visuals to demonstrate trends such as: The Voluptuous Woman, Gibson Girl, Twiggy, Waif, Beefcake, ‘Marlboro Man’, ‘Buffed’, ‘hyper-masculine’ image.
 - Students complete a time line depicting society’s changing perception of beauty/attractiveness.
 4. Students are divided into groups (5-6 students/group) to complete a learning centre activity. Each group is stationed at one of the four activity centres (newspaper article review, magazine advertisements, journal review, current song recordings). Students circulate the room at 15 minute intervals and complete teacher generated ‘Society and Beauty/ Attractiveness’ activity sheet. Include resources that depict a variety of cultural images of beauty.
 5. Assign as homework the teacher generated ‘Television and Advertisements’ activity sheet. Activity sheet has students review a one-hour popular youth program on T.V. Students analyze program for content and portrayal of female and male teens and the possible effect on the viewer’s perception of body image. Within that one- hour program students also analyze commercials for content, portrayal of men and women and their contribution to, and effects on body image.
 6. Students discuss observations and results from readings and viewings to develop an analysis of society’s perception of beauty. Students reflect upon findings, in view of the Genesis reading, and create a one page report indicating how society’s portrayal of beauty affects people’s perception of their own beauty/body image.

Assessment/Evaluation

1. Formative assessment of group lists of characteristics of internal beauty
2. Formative assessment of completion of ‘Society and Beauty/Attractiveness.’ and ‘Television and Advertisements’ activity sheets
3. Formative assessment of group work during learning centre activity and class discussions
4. Summative assessment of final report question – ‘How society’s perception of beauty has changed’
5. Formative assessment of final personal reflection/journal marked for completion of personal reference and application to assigned task

Accommodations

- Students complete a time line with pictorial representation of the changing beauty trends or use a tape recorder to record time line.
- Pair or group students to assist with tasks
- Instead of timeline – use poster depicting Perception of Beauty/attractiveness: Past and Present
- Draw or have pictures of themselves and cut words out to represent their personal image

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- Enrichment – students create and record a product advertisement demonstrating an understanding of the issues discussed.
 - Students complete a report analysing the societal and cultural changes to perception of beauty

Resources

Teacher Reference

1. Macpherson, Catherine. Eating Disorders and Body Image. Pineapple Appeal Inc. MN USA.
2. McClelland, Susan. (1999, Feb 22). The Lure of the Body Image. Macleans, p.38-39.
3. Red Deer Regional Health Unit. The Best You Can Be. Alberta, Canada.
4. Siebert, Myrtle and Kerr, Evelyn. (1994). Food For Life. Canada: McGraw-Hill Ryerson.
5. The Body Image Coalition of Peel. (1997, Feb.). EveryBODY is a Somebody. Ontario Ministry of Health Canada. Desktop Publishing.

Student Reference

1. “Body Image Challenge – Go Figure”. (1998, March). Chatelaine, pp. 68-73.
2. Britt, Donna. (1993, Jan. 16). “Creating Love Goddesses Out of Children”. Toronto Star, sec. J1 pp. 1,7.
3. Corwin, Miles. (1994, Feb. 19). “Sexism Illustrated”. Toronto Star, sec. G2 p.2.
4. Diebel, Linda. (1996, Dec.2). “Not-So-Natural Beauty”. Toronto Star, sec. E4.
5. Friedman, David. (1994, Sept. 24). “Men Struggle to Measure Up”. Toronto Star.
6. “In the Big Time”. (1998, April). Canadian Living p.40-44.
7. Jasper, Karin. P.H.D. Messages from the Media. (1994, March). National Eating Disorder Information centre Bulletin, vol. 9, no. 1.
8. McClelland, Susan. (1997, Feb 22). “The Lure Of The Body Image”. Maclean’s, pp. 38-39.
9. Siebert, Myrtle and Kerr, Evelyn. (1994). Food For Life. Canada: McGraw-Hill Ryerson.
10. Vitality. (1994). Body-image, Health and Well-being- The Social Dynamics. Health Promotion Directorate, Health Canada.

Activity #2: Body Image

Time: 220 minutes, 3 classes (approx.)

Description

Students examine and discuss variables that influence cultural perceptions of beauty/attractiveness around the world. They reflect upon the importance of role models in the development of a positive body image. Students will initiate a letter writing campaign towards popular magazines to express concern about a lack of representation of all body types in the media.

Strands and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to:

- 4a, demonstrate a confident and positive sense of self and respect for the dignity and welfare of others
- 4d, respond to, manage and constructively influence change in a discerning manner

Strand: Social Challenges

Overall Expectations

By the end of Grade 9, students will:

- SCV.01X, analyze the concept of body image and its relationship to eating disorders and body altering substance abuse

Specific Expectations

Students will:

- SCI.04X, demonstrate an understanding of the influence of role models in helping youth feel comfortable about their bodies

Planning Notes

- Ensure inclusion of both male and female ‘athletic’ and ‘model-like’ body images
- Purchase “EveryBODY is a Somebody”. (Body Image Coalition of Peel)
- Purchase video “The Myth of the Perfect Body”. (The Learning Seed)
- Purchase book “Wellness”. (McGraw-Hill Ryerson)
- Purchase guide “13 Steps to an Effective Comment Letter”. (Media Watch)

Prior Knowledge Required

- English writing skills

Teacher/Learning Strategies

1. Students brainstorm for a definition of ‘Body Image’. Teacher records results on the board.
2. Students individually complete the ‘What is my Body Image’ activity sheet (The Body Image Coalition of Peel) Students complete journal log, question: ‘Do I like what I see?’
3. Teacher reads Genesis 1:31 “God saw everything he had made, and indeed, it was very good.” Students discuss: ‘If God does not see fault with what he has created in us, then why do we?’ Students complete a second entry into journal log, directly related to discussion question.
4. Students discuss: ‘Beauty Is In The Eye Of The Beholder’. Discussion centers around cultural variations of beauty around the world.
5. Students view ‘The Myth of the Perfect Body’ video.
6. Students read ‘Feeling Good, Looking Great’ (Wellness Teachers Guide). Students compile a list of five personal positive reaffirmations about themselves.

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7. Students discuss:
 - Who are the role models in your life that have a positive influence on your body image?
 - Who in your life helps you reaffirm your positive image?
 - How can you help others foster a positive body image?
 8. Teacher gives Socratic lesson on '13 Steps to an Effective Comment Letter' (Media Watch) Students initiate a letter writing campaign, aimed at the advertising departments of popular magazines. Student messages will convey their dissatisfaction with the lack of inclusion of men and women of all shapes, sizes, races, ethnicities, ages, and ranges of physical capabilities. Or students may elect to write a letter conveying their satisfaction with a magazine's portrayal of various male and female images.

Assessment/Evaluation

1. Diagnostic assessment of Definition of Body Image
2. Formative assessment of Contribution to class discussions
3. Summative assessment of Letter writing campaign for inclusion of necessary components of an Effective Comment Letter.

Accommodations

- Students create a poster/collage of themselves including the positive aspects of themselves
- Students dictate a Comment Letter or students work in pairs to create a joint letter

Resources

Teacher Reference

1. Ahlers, Julia, and Wilt, Michael (1995) Christian Justice MN, USA: St. Mary's Press
2. Beveridge, C. and Leitenberg. G. Wellness Teachers Guide. (1994). Canada: McGraw-Hill Ryerson Ltd.
3. Dairy Council of California, <http://www.dairycouncilofca.org>
4. Males and Eating Disorders, <http://www.primenet.com/~danslos/males/resources.html>
5. Peel Health Department. My Body Shape - What is Right for Me. Fact sheet.
6. The Body Image Coalition of Peel (1997, Feb.). EveryBODY is a Somebody. Ontario Ministry of Health. Canada. Desktop Pub.
7. Vitality. (1994). Healthy Eating and Self-Esteem - The Body-image Connection. Health Promotion Directorate, Health Canada.

Student Reference

1. Beveridge, C. and Leitenberg. G. (1994). Wellness Teachers Guide. Canada: McGraw-Hill Ryerson. pp. 29-33, 83-86.
2. Jasper, Karin. P.H.D. Messages from the Media. (1994, March). National Eating Disorder Information Centre Bulletin, vol. 9. no. 1.
3. Letter Writing Guide. (1997). Mediawatch. Toronto. Canada.
4. Riskin, Mary Walters. (1994). Feeling Good, Looking Great. Wellness. Canada: McGraw-Hill Ryerson Ltd.
5. The Body Image Coalition of Peel. (1997, Feb.). EveryBODY is a Somebody. Ontario Ministry of Health Canada. Desktop Pub.
6. The Myth of the Perfect Body. (1995). [Videocassette], Lake Zurich, IL. The Learning Seed.

Activity # 3: Body Image and Unhealthy Habits

Time: 375 minutes, 5 classes

Description

Students will gain an understanding of the relationship between body image and eating disorders/body altering substance abuse. They will gain an awareness of the pertinent factors associated with these issues. Students will be able to identify various strategies used for information and remediation of these health concerns. Some examples include: community counselling and treatment facilities as well as local health and information centers.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to:

- 7b, accept accountability for one's own actions

Strand(s): Social Challenges

Overall Expectations

At the end of Grade 9, students will:

- SCV.01X, analyse the concept of body image, and its relationship to eating disorders and body altering substance abuse.

Specific Expectations

Students will:

- SCI.02X, describe unhealthy eating patterns and body altering substance abuse (e.g. 'Yo-yo' dieting, compulsive eating, anorexia and bulimia, consumption of steroids)
- SCI.03X, identify strategies for remediating unhealthy eating habits and body altering substance abuse (e.g. adolescent clinic in a local hospital)

Planning Notes

- Teacher prepares folders with current information regarding unhealthy eating habits and body altering substance abuse. Information can include a variety of items such as case studies, articles, fact sheets, video clips etc. (Select resources that pertain to both males and females)
- Teacher prepares blank fact sheets for students to record information gathered in the learning centre activity. The fact sheet could include information such as "description", "signs and symptoms", "causes", "effects on body" and other relevant information (i.e. statistics) that pertain to eating disorders, unhealthy eating habits or body altering substances
- Teacher prepares a list of effective strategies to eliminate unhealthy eating habits/body altering substance abuse
- Teacher designs sample case studies pertaining to issues of unhealthy eating habits/body altering substance abuse
- Teacher obtains a list of treatment/counselling services in their community from the school guidance department and/or telephone book.

Prior Knowledge Required

- Understanding of body image

Teaching/Learning Strategies

1. After reviewing the concept of body image, students discuss the following:
 - What are some examples of unhealthy eating habits?
 - What are some body altering substances that individuals sometimes abuse?
 - Are there any relationships between body image and eating patterns/body altering substance abuse?
 - What variations exist between males and females attempts to alter their physical appearance?

As a class, students read aloud the biblical passage; I Corinthians 6:19.20. “Your body, you know, is the temple of the Holy Spirit, who is in you since you received him from God... That is why you should use your body for the glory of God”

Students reflect on the passage and respond to the following questions in their journals:

- According to the Catholic philosophy how should we perceive the image of ourselves?
 - What are acceptable ways for us to take care of our bodies?
2. Students participate in a learning centre strategy where they visit stations and record information on Fact Sheets provided by the teacher. Stations include a variety of issues pertaining to eating disorders (i.e. anorexia and bulimia), body altering substance abuse (i.e. steroids, laxatives, protein enhancers, diet aids), body image in relation to eating disorders/body altering substance abuse, and any other unhealthy eating habits such as compulsive eating, yo-yo dieting and smoking to stay thin.

Teacher displays overheads of completed charts and students review and modify their own charts for accuracy and completion.
 3. As a class, students brainstorm possible strategies to deal with unhealthy eating habits and body altering substance abuse. Teacher ensures students have an accurate list of strategies as well as a list of community support/counselling groups for treatment of these conditions. In groups of 2-3 students read case studies provided by the teacher and suggest strategies to help improve conditions presented.
 4. Students in groups of 2-3 produce an information resource that includes the content obtained in the learning centre and brainstorming activities. Some examples may include a pamphlet, video, poster or an information fact sheet. Once the teacher accesses the final product for accuracy and efficacy the resources could be made available to other students. For example, the pamphlets may be distributed in the guidance office or the video may be shown to local elementary feeder schools.
 5. Students reflect back on the biblical passage and learning strategies to expand their reflection of body image and unhealthy habits.

Assessment/Evaluation

1. Diagnostic assessment includes students’ awareness of body image.
2. Summative assessment of completion and accuracy of charts (Learning Centre strategy).
3. Summative assessment of learning resource to ensure completeness and accuracy of content.
4. Summative assessment of students’ knowledge with a unit test.
5. Summative assessment of completion of journal reflections.

Accommodations

- Student works with a partner to complete charts from learning centre activity.
- Student produces a poster identifying key terms and pictures that depict healthy and unhealthy eating practices.
- Student produces an audiotape as an information resource item as outlined in teaching/learning strategy #4

Resources

Teacher Reference

1. Bear, Meryll. (October 1996). "Exercise, Physical Appearance and Self-Esteem in Adolescence". National Eating Disorder Information Center Bulletin, Vol. 11, No. 4.
2. Beck, Margaret. (August 1996). "A Spirited Journey: Holistic Healing From Eating Problems" National Eating Disorder Information Center Bulletin. Vol. 11, No. 3.
3. Berezani, Steven. (March 24, 1998). "Looking Good at Any Cost". Toronto Star. B6.
4. Jasper, Karin. (March 1994). "Messages From the Media" National Eating Disorder Information Bulletin, Vol. 9, No. 1.
5. Macpherson, Catherine. "Eating Disorders & Body Image". Pineapple Appeal Inc., Owatonna.
6. McClelland, Susan (1999, Feb. 22). "The Lure of the Body Image". Maclean's, pp. 38-39.
7. Rice, Carla. (1993). "Freeing Future Generations: Raising Our Children Without Food and Weight Problems" Nutrition Quarterly, Vol. 17, No 3.
8. Seaver, Andrea et al. (1997). "EveryBODY is a Somebody" Varsity Design & Computer Works.
9. Siebert, Myrtle. and Kerr Evelyn.(1994). "Food For Life", McGraw-Hill Ryerson Ltd. Toronto.
10. Walters Risken, Mary. (1994). "I Want to be Beautiful So Bad it Makes Me Sick". In Beveridge, Cathy. "Wellness" McGraw-Hill Ryerson Ltd. Canada.
11. Walters Riskin, Mary. (1994). "The Search for the Perfect Body" In Beveridge, Cathy. "Wellness" McGraw-Hill Ryerson Ltd. Canada.
12. Walters Risken, Mary. (1994). "The Weighting Game". In Beveridge, Cathy. "Wellness" McGraw-Hill Ryerson Ltd. Canada

Activity #4: Achieving a Healthy Body Weight

Time: 300 minutes, 4 classes

Description

Students will gain an understanding of how to achieve a healthy body weight. They will learn the characteristics of a good weight control program. This will allow them to critically analyze the success of weight control programs advertised in the media in achieving a healthy body weight. They will come to the realization that a healthy body weight enhances the quality of life for themselves and others.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to:

- 2e, use and integrate the Catholic faith traditions, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

Strand(s): Social Challenges

Overall Expectations

By the end of Grade 9, students are expected to:

- SCV.02X, demonstrate an understanding of how to make informed food decisions when dealing with stressful situations

Specific Expectations

Students will:

- SCI.05X, analyze weight control programs to determine the characteristics of those most likely to help people reach and/or maintain a healthy body weight.
- SCI.06X, identify techniques for reducing the percentage of fat content in a person's diet to 30%.

Planning Notes

- Prepare overhead notes that describe what is a healthy body weight. (Reference: Healthy Eating Manual pg. 81)
- Standard characteristics of a good diet are found in the textbook: "Food For Life".
- Book computer lab.
- Invite a registered dietician as a guest speaker.
- Prepare for food lab.
- Collect information (i.e. pamphlets, articles...) on how to reduce fat in a diet.
- Prepare Socratic lesson on fat (It is only recommended that people over the age of 20 reduce their fat intake to 30% and is not recommended for those under the age of 20.)
- Design a diet case study for a family member over the age of 20 who is eating a high fat diet.

Prior Knowledge Required

- Canada's Food Guide
- Application of social science research skills in obtaining electronic and print information
- Collaborative/co-operative group skills
- Effective oral, writing and analytical skills
- Computer skills
- School food lab safety procedures

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- Proper food preparation techniques
 - Effective application of mealtime etiquette

Teaching/Learning Strategies

1. Teacher will conduct a Socratic lesson on, “What is a Healthy Body Weight”?
Students will record overhead notes.
2. Students will brainstorm characteristics of a healthy diet program that will help people reach and/or maintain a healthy body weight.
Teacher will give the students the standard characteristics of a healthy diet and lead a discussion by having the students compare and contrast these characteristics with those that they brainstormed.
3. In the computer lab, each student will search for 2 popular fad diets by using the Internet or popular magazines. Students using the Internet should use the phrase “fad diets” to do a search. Students will share their findings with the class.
4. In groups (3-4 students per group), students will analyze one of the fad diets (each group will have a different diet) by using the standard characteristics of a good diet. Each group will present the results of their analysis to the class.
5. Teacher will invite a registered dietician as a guest speaker to the class. The focus of the presentation will be on the following: job description, educational requirements, job opportunities, required job skills and address the issue of healthy eating patterns for adolescents.
6. In groups (3-5 students per group) students will plan, organize and prepare a healthy breakfast or snack in the food lab.
7. Teacher will do a Socratic lesson on fat which will cover the following information:
 - Review of the importance of fat in our diet.
 - The recommended daily requirements of fat intake based on age groups.
 - Canadians’ over consumption of fatty foods.Students will record information.
8. Students will read information provided by the teacher on how to reduce fat intake to 30% for people over the age of 20 (adults). From the reading students will list in their notebooks 10 strategies that adults could use in reducing fat in their diet.
9. Students will analyze a diet case study (prepared by the teacher) for a family member over the age of 20 who is consuming a high fat diet. Students will re-write the diet making changes to the food choices to reduce the amount of fat.

Assessment/Evaluation

1. Summative assessment of group fad diet: Student’s presentation shows the results of the fad diet using the standard characteristics of a healthy diet and computer analysis.
2. Summative assessment of a healthy breakfast or snack
3. Diagnostic assessment: Check student notebook for a list of 10 strategies that would reduce fat in an adult’s diet.
4. Summative evaluation: Case study diet high in fat for family member. Students must have a rewritten diet plan that identifies techniques for reducing the percentage of fat in a family member’s diet.

Accommodations

- Have students copy their own notes and if incomplete teacher will provide a photocopy to ensure they have complete notes.
- Students evaluate diet through use of a teacher generated checklist
- Enriched-students analyze food selection within a fast food restaurant; they then identify techniques to decrease the fat content of that meal

Resources (as of April 1999)

1. Beef Marketing Board. (1997). A Matter of Fat. Ontario: Beef Information Centre.
2. Canadian Cancer Society, Health and Stroke Foundation and Ontario Ministry of Health. (1997). Healthy Eating Manual. Ontario: Queen's Printer.
3. Canadian Egg Marketing Board. (1995). Putting Fat into Perspective. Ontario: Canadian Egg Marketing Agency.
4. Fad Diets (top ten). <www.gil.net/~maria/faddiets.html>
5. Kerr, Evelyn and Seibert, Myrtle. (1994). Food For Life. Toronto: McGraw-Hill Ryerson.
6. Physical. <www.phys.com>
7. Top 10 Fad Diets. <www.bennrye.com/faddiets.html>
8. Wellness International Net. <<http://www.wellnessnet.com/testfat.htm>>

Activity #5: Food Decisions and Stress

Time: 220 minutes, 3 classes (approx.)

Description

Students will increase their knowledge of how to make informed food decisions when dealing with stressful situations. They will demonstrate this through illustration, discussion and writing. They will use electronic reference tools to research and identify good choices of foods to eat when under stress. They will analyze why they eat certain foods when under stress.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to:

- 3c, think reflectively and creatively to evaluate situations and solve problems.

Strand(s): Social Challenges

Overall Expectations

At the end of Grade 9, students will:

- SCV.02X, demonstrate an understanding of how to make informed food decisions when dealing with stressful situations.

Specific Expectations

Students will:

- SC2.03X, analyze the role of familiar foods (e.g., “comfort foods”, cultural foods) in the management of stress.
- SC2.02X, identify personal food choices and how these choices affect their ability to cope with stress.

Planning Notes

- prepare lesson on symptoms of stress (i.e., heart and breathing rate changes, muscle changes, etc.)

Prior Knowledge Required

- Significance of prayer
- Effective verbal skills
- Write a reading response paper
- Knowledge of nutritional value of foods
- Secondary research skills
- Library research skills
- Computer literacy skills

Teaching/Learning Strategies

1. Read the prayer “God grant me the serenity to accept the things that I can not change
courage to change the things I can
and the wisdom to know the difference.
Living one day at a time,
enjoying one moment at a time;
Accepting hardships as the pathway to peace,
Taking, as he did, this sinful world as it is, not as I would have it;
Trusting that He will make all things right if I surrender to His will;

That I may be reasonably happy in this life and supremely happy with Him forever in the next". (Anonymous)

2. Teacher leads discussion on what students think this prayer means and how it can apply to them. Teacher leads discussion on daily stressors in students' lives by asking each student to give an example of a daily cause of stress in their life. (i.e. slept in and missed bus) Write down students' answers on the board. After everyone has given a cause of stress, repeat each example and note the number of people who have experienced each one. Initiate a discussion on the stressors common to the group. As a class, write a definition of stress and record on the board. (E.g., Stress is the strain you put on yourself by the way you react to different situations)
3. Have students fold a piece of paper in half and list ten ways they deal with stress that are constructive on one side of the sheet and ten ways that are destructive on the other. Discuss answers. Emphasize the fact that alcohol and cigarettes only deplete the body of essential nutrients when they need them the most.
4. Write the reactions that are food related on the board. Categorize them according to comfort foods or cultural foods (i.e. some people might eat pasta, whereas others might eat chocolate). Discuss and analyze reasons for turning to these types of foods when we are trying to 'manage' our stress. Socratic lesson on what happens to your body when you are under stress (e.g., heart and breathing rates increase, more energy enriched nutrients are pumped into the blood, muscles get ready for action, etc.) and how your emotional reaction to stress has an effect on your digestive system.
5. Students will make a list of their personal food choices (overeating or not eating) when dealing with stress. They will then research these foods using a variety of tools- (Internet, texts provided or those in the school or community library), and analyze the nutritional content of their personal choices. A one page report on how these particular foods affect their ability to cope with stress (i.e. foods high in vitamin C help your body when it is under stress or if you don't eat, drinking 8 glasses of water helps lessen stress because dehydration further stresses your body) is to be handed in for evaluation. They should include foods that they could substitute, if their chosen foods are not nutritionally sound choices.
6. Reread the prayer in strategy #1 and discuss again, in light of everything they have learned about stress. Students write a reflection in their journals on how they can personally handle stress better now, or their understanding of why they turn to certain foods in times of stress.

Assessment/Evaluation

1. Summative assessment of personal food choice assignment, students report shows the use of at least three reference tools, and an understanding of how their personal food choices affect their ability to cope with stress.
2. Summative assessment of journal entries for completeness.

Accommodations

- Brainstorm good food choices to eat when they are under stress. Design a poster illustrating foods that they could substitute if their choices were not nutritionally sound.
- Work in groups if possible.
- Enrichment-Develop a game to show teenagers how to deal with stress.

Resources

Teacher Reference

1. Brehm, Barbara A. Ed. D., (1998, May), When Stress Triggers Overeating, Fitness Management Magazine, Vol. 14, No. 6, p.35.
2. FitnessLink, <<http://www.fitnesslink.com>>
3. Kowtaluk, Helen and Kopan Alice, (1990), Food for Today, McGraw Hill Ryerson, pages 70-73.
4. Seibert, Myrtle and Kerr, Evelyn (1994), Food for Life, McGraw Hill Ryerson, page 16.
5. Wellness International Network, <<http://www.wellness.com>>

Student Reference (as of April 1999)

1. Food Smart, (1996-97), Canadian Diabetes Association, Sasquatch Software Corporation.
2. Kowtaluk, Helen and Kopan Alice, (1990), Food for Today, McGraw Hill Ryerson, pages 70-73.
3. Seibert, Myrtle and Kerr, Evelyn (1994), Food for Life, McGraw Hill Ryerson, Chapters 11 and 12, Cultural Foods.
4. Thrive@eats. <<http://www.thriveonline.com>>

Activity #6: Personal Well-Being

Time: 225 minutes, 3 classes

Description

Through the examination/study of personal well-being students will gain an increased appreciation of their personal worth. Students will focus on the effects daily actions have on overall health and well-being. Students will learn the importance of making responsible choices, enabling them to gain a sense of independence and self-control. Students will recognize that accepting responsibility for making healthy food choices increases their understanding that total wellness includes physical, spiritual, intellectual, and emotional well-being.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to:

- 1e, speak the language of life."recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it."
- 4h, participate in leisure and fitness activities for a balanced and healthy lifestyle.

Strand(s): Social Challenges

Overall Expectations

At the end of Grade 9, students will:

- SCV.01X, analyze the concept of body image, and its relationship to eating disorders and body altering substance abuse
- SCV.02X, demonstrate an understanding of how to make informed food decisions when dealing with stressful situations

Specific Expectations

Students will:

- SC2.01X, demonstrate an understanding of the importance of achieving overall personal well-being

Planning Notes

- Prepare resources/references/overheads etc. for socratic lesson on health and wellness.
- Develop/design Wellness: Puzzle Activity
- Develop/design Flyer/Poster Assignment for distribution to student groups.

Prior Knowledge Required

- class discussion, group work, note-taking, response journal writing and computer literacy skills

Teaching/Learning Strategies

1. Teacher leads discussion: "Think about those 'really bad days' when you are feeling rotten about everything, including yourself!" Ask students the following questions to promote a discussion:
 - Describe how you feel on those days?
 - What reactions do you have to those feelings?
 - What kind of things do you do?
 - What things may have contributed to those 'rotten' feelings?
2. Teacher leads socratic lesson about health and wellness. Define, discuss and take notes on the following:
 - What is wellness?

-
- Why is mental health an important part of wellness?
 - Good health and wellness are not conditions to be taken for granted. To be achieved they require commitment, effort and a variety of resources.
3. Review the topics which have been discussed from the onset of this unit by engaging the class in the Wellness: Puzzle Activity. Teacher gives members of the class a piece of a puzzle which has been labelled with items that promote or hinder overall health and well-being; i.e., eating right, maintaining a desirable weight, getting enough sleep, dealing with stress, exercising, not using harmful substances, i.e., drugs, alcohol, cigarettes. Individually, students will place the puzzle pieces on the line drawing (divided into puzzle parts) of a human body (for the health promoters) and a garbage can (for hindrances). As students place their puzzle piece they will present to the class a brief explanation about why it promotes or hinders health and well being. As a class, write a saying with a meaningful message about overall health and well being on the human body line drawing and a meaningful message which discourages the unhealthy habits on garbage can line drawing. Display the drawings in the classroom.
 4. Drawing from the information reviewed during the Wellness: Puzzle Activity, the students in groups, will create a 10 item checklist for healthy living. They will give it a catchy title and produce it in a flyer format using computer literacy skills for fonts, graphics and text.

OR

Create a poster that promotes a healthy habit or discourages one that is not healthy using computer skills.

Groups will present the finished products to the class, display them in the classroom and/or throughout highly visible locations of the school, allowing other students to benefit from the information.

5. Students will write a one page reading response using the following biblical passage as a reference (Sirach 30,14): “It is better to be poor, but strong and healthy. A sound, healthy body and a cheerful attitude are more valuable than gold and jewels. Nothing can make you richer or give you greater happiness than those two things.”
 - How does the passage relate to wellness?
 - How do you practice wellness? Describe specific techniques i.e. meditation, exercise, listening to music, relaxation exercises etc.
 - How can you include healthful habits in your daily life?
6. Students are given an opportunity to experience alternative relaxation method(s) to help them learn stress release techniques and meditation practices essential to helping individuals cope with the variations of ongoing pressures experienced at any given time in one(s) life. These exercises/techniques might include the following: progressive relaxation, yoga, tai-chi, positive visualization, extensive prayer and reflection etc.

Assessment/Evaluation

1. Summative assessment of group work—Creative Assignment: Pamphlet or Poster. The produced product should illustrate a message that promotes over-all health and well-being and focuses on developing healthy habits to replace those that are not healthy.
2. Summative assessment of reading response. Students will reflect on the message and personalize it emphasizing the sacredness of their life and the importance of maintaining a balanced and healthy lifestyle.

Accommodations

- Have students start writing notes and if incomplete the teacher will provide a photocopy
- Oral evaluation of written activities
- Teacher will have to work with the Special Education teacher to ensure a computer with the accessibility extension is available for students with physical challenges or develop student partnerships to assist with the creation of the flyer/poster

Resources

Teacher Resources

1. Siebert, Mrytle and Kerr, Evelyn. (1994). Food For Today. Toronto: McGraw-Hill Ryerson.
2. Vitality. (1994). Physical Activity, Self-Esteem and Healthy. Health Promotion Directorate, Health Canada.

Student Resources

1. Siebert, Mrytle and Kerr, Evelyn. (1994). Food For Today. Toronto: McGraw-Hill Ryerson.

Web Sites (as of April 1999)

1. In Fitness and In Health – articles <<http://www.phys.com>>
2. Wellness Reproductions & Publishers Inc. - resources <<http://www.wellness-resources.com/new.html>>
3. Wellness International Network - articles. <<http://www.wellneset.com/articles.htm>>

Unit # 5: Food From Canadian & Global Perspectives

Time: 35 hours, 2285 minutes, 30 classes

Unit Developer(s):

Amelio Isabel, St. Mary's Secondary School TCDSB
Dolny Candice, TCDSB
Kelly Denise, Holy Family Education Centre WCDSB
McCaffrey Andrea, Father Bressani YCDSB
Mozzone Antonietta, Mary Ward Secondary School TCDSB
Quaglietta Josephine, Loretto Abbey Secondary School TCDSB

Development Date: April 7, 1999.

Unit Description

Students will increase their knowledge of the influence family, culture and Native peoples have had and continue to have on our Canadian heritage. According to Catholic doctrine, students will develop an appreciation of and respect for different cultures, including Native peoples through the investigation of food traditions, customs and religious laws. Students will gain an understanding of food industries and global food issues. As part of a Catholic Community they will participate in prayer, community service in a Catholic Church or organization and learn the role of the Catholic mission in a global perspective.

Strand(s) & Expectations

Ontario Catholic School Graduate Expectations: CGE1a,h,d; 2a,b; 3a,b,c,f; 4c; 5e,f; 6d,e; 7e,f,g,i.

Strand(s): Diversity, Interdependence and Global Connections and Social Science Skills

Overall Expectations: DIV.01X, DIV.02X, DIV.03X, DIV.04X, SSV.02X

Specific Expectations: DI1.01X, DI1.02X, DI1.03X, DI2.01X, DI2.02X, DI2.03X, DI2.04X, DI3.01X, DI3.02X, DI3.03X, SS1.06X, SS1.07X, DI4.01X, DI4.02X, DI4.03X, DI4.04X, DI4.05X

Activity Titles (Time + Sequence)

Activity 1	Sharing our Food Traditions & Customs	750 min., 10 classes
Activity 2	Celebrating Our Canadian Food Heritage	560 min., 7 classes
Activity 3	Celebrating Our Native Canadian Food Heritage	220 min., 3 classes (approx.)
Activity 4	All About Agriculture	375 min., 5 classes
Activity 5	Hunger and Global Food Issues	375 min., 5 classes

Unit Planning Notes

Teacher should prepare the following prior to the activities:

- Prepare worksheets specific to each activity
- Ensure a food lab facility is available
- Develop necessary teaching aids
- Read resources for background information
- Gather a variety of current magazines, newspapers, videos, internet sites, articles etc.
- Review School Board policy on computer/internet use (safety/censorship)
- Review School Board policy on safety in the food lab
- Purchase necessary resources

Prior Knowledge Required

- Conduct library research
- Time management skills
- Use of proper bibliographical format
- Effective verbal presentation skills
- Food safety skills
- Proper food preparation techniques
- Food etiquette
- Significance of prayer
- Computer literacy skills
- Collaborative/co-operative group learning
- Access information electronically
- Writing skills
- Decision making skills
- Knowledge of mind mapping
- Problem solving.

Teaching/Learning Strategies

- Brainstorming
- Mind Map
- Collaborative/Co-operative learning
- Prayer/Prayer Planning
- Conferencing
- Problem Solving Strategies
- Food Preparation Labs
- Report/Presentation
- Inquiry
- Research
- Inquiry Process
- Sequence Chart
- Issue Based Analysis
- Socratic Lesson
- Jigsaw
- Theological Reflection
- Journal Writing

Assessment/Evaluation Strategies

- Activity/Answer Sheet
- Class Discussion
- Classroom Presentation
- Community Service
- Food Lab Planning and Preparation
- Formal/Informal Observation: Group work & Food lab
- Peer evaluation
- Portfolio Self Assessment
- Portfolio
- Prayer Development/Celebration
- Response Journal
- Self Assessment
- Student/Teacher Conference
- Visual Essay
- Written Report/Assignment

Assessment Tools:

- Checklist
- Rubrics
- Marking schemes
- Anecdotal comments with suggestions for improvements (self/peer/teacher evaluation)

Resources

Print

1. Agriculture and Agri-Food Canada.(1998) Canada's action Plan for Food Security, Ottawa: Canada Publication no. 1987E.
2. Agriculture and Agri-Food Canada. Mapping Your Future...Careers in Agriculture and Agri-Food Industry. Ontario Agri-Food Education Inc.
3. Beef Marketing Board. (1997). A Matter of Fat. Ontario: Beef Information Centre.
4. Bible, New Revised Standard Version.
5. Campell, M. (1983). People of the Buffalo: How the Plains Indians Lived. Vancouver/Toronto: Douglas & McIntyre Ltd.
6. Canadian Egg Marketing Board. (1995) Putting Fat Into Perspective. Ontario: Canadian Egg Marketing Agency.
7. Hannell, C., and Harshman, R. (1987). Across Canada: Resources and Regions. Canada: John Wiley and Sons Canada Ltd.
8. Jenness, D., (1984) Indians of Canada. Canada: University of Toronto Press.
9. Kerr, Evelyn and Seibert, Myrtle. (1994) Food For Life. Toronto: McGraw-Hill Ryerson.
10. Letter Writing Guide. (1997). Mediawatch. Toronto. Canada.
11. Marchall, I. (1982). The Red Ochre People: How Newfoundland's Beothuck Indians Lived. Vancouver/Toronto: Douglas & McIntyre Ltd.
12. Ministry of Agriculture and Food. (1993) Ontario's Food Processing Industry Fact Sheet. Ontario. Order no. 93-085.
13. Ministry of Agriculture, Food and Rural Affairs. (1994). What You Should Know About Fruit Production in Ontario Fact Sheet. Ontario. Order no. 94-069.
14. Ministry of Agriculture, Food and Rural Affairs. (1995). Ontario's Agriculture and Food Industry Fact Sheet. Ontario. Order no. 95-011.
15. Morrow, Robert. The Burger - An Agri-Food Study Unit. Ridgetown, Ontario: Ontario Agri-Food Education Inc.
16. Ontario Agri-Food. (1996). All About Food : Agri-Food Facts. Ontario, Canada: Ontario Agri-Food Education Inc.
17. Ontario Agri-Food. Pizza Pizzazz. Milton, Ontario, Canada: Ontario Agri-Food Education Inc.
18. Peel Health Department. My Body Shape - What is Right For Me. Fact Sheet.
19. Red Deer Regional Health Unit. The Best You Can Be. Alberta, Canada.
20. Santor, D. (1992). Canadian Scrapbook: Canada's Native People. Canada: Prentice-Hall Canada Inc.
21. The General Store. (1993). Milton, Ontario, Canada: Ontario Agri-Food Education Inc.
22. The Key Foundation Environmental Literacy Series. (1995). Agriculture and Food-Making Choices. Orillia, Canada: Czerneda Publishing Inc.
23. Walters Riskin, Mary (1994). "The Weighting Game". Wellness. McGraw-Hill Ryerson Ltd. Canada.
24. Waterloo Region Roman Catholic School Board. (1992). Teaching Tomorrow's Thinkers. Waterloo Region: Roman Catholic School Board.
25. World Vision Canada. (1994). Food Security. Canada: Development Education Department.
26. (1994) Reaching Out. Maxwell Macmillan Canada, Inc.
27. (1997) Turning Points. Prentice Hall Ginn Canada, Inc.

Computer Software:

1. Catholic Clip art on CD-ROM. (1996), Liguori Publications.

Videotapes:

1. Mass Production of Food. (1998). Burnaby: BC
2. "No More Hunger". (1998). World Vision Canada.

Web Sites: (as of April 1999)

1. Agriculture Canada. <<http://www.agrafood.com>>
2. Canadian Communities Atlas.<<http://cgdi.gc.ca/ccatlas/atlas.htm>>
3. Development and Peace.<<http://www.devp.org/anglais/intro.html>>
4. Fitness Link. <<http://www.fitnesslink.com>>
5. Physical. <www.phys.com>
6. Ryerson's Centre for Studies in Food Security. <<http://www.acs.ryerson.ca/~foodsec/foodsec/>>
7. Statistics Canada. <<http://www.statscan.com>>
8. Thrive@eats. <<http://www.thriveonline.com>>

Achievement Chart - Grade 9

UNIT #5: FOOD FROM A CANADIAN AND GLOBAL PERSPECTIVE

Categories	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
<p>Knowledge/Understanding</p> <p>Knowledge of facts and terms Understanding of concepts, principles, and theories Understanding of relationships between and among concepts</p>	<p>The student: Demonstrates a basic understanding of each person's need to eat food in order to live</p>	<p>Demonstrates a sound understanding and awareness of hunger issues in her/his community</p>	<p>Demonstrates a thorough understanding of food terms & concepts, and their direct relationships to each other (i.e., Gospel Values related to Inequalities and Hunger Issues; access to safe and nutritious food; food sustainability; poverty as it directly relates to hunger; the four steps of food production - in proper sequence), in both the local & global contexts</p>	<p>Demonstrates an extensive understanding of knowledge, facts and Scripture or Vatican Documents as they directly connect Catholic Leadership - to her/his responsibility - to solutions directed at solving World Hunger</p>
<p>Thinking/Inquiry</p> <p>Creative and critical thinking skills (e.g., decision-making problem solving skills) Application of an inquiry/research process (e.g., questioning, organizing, analysing, evaluating, concluding)</p>	<p>The student: Reads and summarises some classroom resources, when reviewing the impact of Catholic Family Celebrations and food choice</p>	<p>Applies some research skills, (in either a public or local library search), when examining the connections between Canadian Cuisine in daily food preparation (at home and in restaurants)</p>	<p>Uses critical thinking and research skills (both print and electronic) when successfully completing a number of different types of research projects related to ethnic food choice, emergence of a Canadian Cuisine, and an overview of geographical factors as they related to food production</p>	<p>Analyzes a variety of theories explaining the relationship between Food and Canadian/ World Food Production data. Judges how major cultural groups have influenced the development of food products/meals (from historical and current day perspectives)</p>
<p>Communication</p> <p>Communication of information and ideas Use of language, symbols and visuals Use of forms of communication</p>	<p>The student: Presents 1-2 incomplete projects depicting information/symbols related to Food and Christmas/Easter celebrations</p>	<p>Shares, in small groups or to the teacher, 1-2 displays/projects providing current information about Multicultural Food Choices and inclusion in Canadian meals</p>	<p>Effectively communicates through a variety of types of presentations (oral, group, bulletin board, collage, essay, report, etc.), the relationships between Foods, Culture, Catholic Family Traditions, Food Production, and the Canadian Food Industry</p>	<p>Uses an extensive variety of different forms of communication when presenting accurate analyses of both the negative and positive interconnectivity between Food, Immigration policies, new Canadian Cuisine, Canadian Food Production and Food Sustainability</p>
<p>Application</p> <p>Application of ideas and skills in familiar contexts Transfer of concepts, skills and procedures to new contexts</p>	<p>The student: Applies creative skills in a group when gathering food items for Gift/Food Offering for their community. Assist, in a small group, to prepare a food product.</p>	<p>Examines a variety of food products in their group before organizing items into a global, Gift/Food Offering. Occasionally gets involved in 1-2 food labs, created to examine the global contributions of various ethnic foods</p>	<p>Plans and decorates a global, Gift/Food Offering in a group. Successfully works in many group settings (during food labs) to plan, prepare and evaluate a food product that represents numerous food industries/countries</p>	<p>Implements a personal Action Plan that extends her/his classroom involvement when trying to solve World Food Hunger. Contacts community newspapers (i.e. Catholic reporter) to write a story about class participation in community service. Effectively leads group work (and reflects on personal contributions) during food labs, whenever designing, preparing, and evaluating Multicultural products</p>

Activity # 1: Sharing Our Food Traditions and Customs

Time: 750 minutes, 10 classes

Description

Through the examination/study of family food customs and traditions, students will gain an understanding of cultural similarities and differences. They will examine the relationships between cultures by investigating the traditions, customs, religious laws and typical foods eaten. Students will develop a respect for family traditions and religious celebrations after participating in presentation and the preparation of Christmas or Easter meals.

Strand(s) & Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to:

- 1a, illustrate a basic understanding of the saving story of our Christian faith
- 1h, respect the faith traditions, world religions and the life-journeys of all people of good will
- 5f, exercise Christian leadership in the achievement of individual and group goals

Strand(s): Diversity, Interdependence and Global Connections

Overall Expectations:

At the end of Grade 9, students will:

- DIV.01X, describe the relationship among family customs, traditions and religious laws of different cultures, using current social science research methods

Specific Expectations:

Students will:

- DI1.01X, present the results of an investigation into foods, traditions and religious laws of different cultures, including types of foods eaten and characteristic flavours
- DI1.02X, identify the food customs and traditions of their own families
- DI1.03X, plan and prepare food products, using a variety of cultural traditions

Planning Notes

- Cultural Foods - Individual Questionnaire developed by the teacher, (to be distributed to the students for homework the class before the activity is to begin).
- Culture Assignment to be developed by the teacher, focusing on an investigation of different cultural groups identifying the family customs, traditions and religious laws.
- Food preparation lab sheets - including reference sheets for the Catholic celebration of Christmas and Easter.
- It is recommended that the activity related to meal preparation be conducted in a formal school food lab. Nevertheless, adaptation could be made to use a staff room equipped with food equipment; i.e. microwave, refrigerator, stove, utensils, sink etc.

Prior Knowledge Required

- Conducting library research time
- Management skills
- Use of proper bibliographical format
- Verbal presentation skills
- Translating an oral recipe to written format (for cultural meals)
- Food safety skills, proper food preparations techniques and food etiquette.

Teaching/Learning Strategies

1. Teacher reads the passage (Acts 2:46) “Day after day they met as a group in the Temple, and they had their meals together in their homes, eating with glad and humble hearts.” Teacher leads a discussion regarding family, culture and traditions based on the assigned homework. Students discuss the following points:
 - What message is reflected in the biblical passage with respect to food, family, culture and traditions?
 - What are some similarities and differences in food traditions/customs between different cultures?
 - What food traditions/customs are specifically related to religious celebrations i.e. Christmas, Easter?
2. Teacher will distribute Culture Assignment to small groups in the class (maximum 3-4 per group). Each group will investigate one culture and prepare an oral presentation. The oral presentation will include a description of the culture identifying family customs, traditions, religious laws, foods, etc. The investigation will include both school library and public library research. The secondary research will include web site investigations, pictures, recipes, maps and written literature. Primary research may also be used, having students interview individual(s) who are members of that cultural group. A 1-2 page fact sheet and collage board will illustrate students’ creative and research skills.
3. Students bring family recipes to class which are typical of their own culture(s) and tradition(s). All recipes must be used during Christmas and/or Easter meals (or food products related to these celebrations).
4. Students will plan, prepare, share and evaluate a Christmas or Easter meal during class time, using some of the aforementioned family recipes.

Assessment/Evaluation

1. Summative assessment of Oral Presentation, One Page Fact Sheet and Collage Board. All items are evaluated for knowledge, completeness, creativity, relevance of information and reporting quality. Assignment is a thorough investigation of the foods, traditions and religious laws of a cultural group and how they affect food choices. Summative assessment includes Rubric for project work.
2. Summative assessment of student planning, preparation and evaluation of food products. Assessment of Food Lab preparation as per all food labs throughout the course. Summative evaluation of Culture Lab: Planning Worksheet which includes the following specific criteria
 - recipes chosen must be Christmas and/or Easter meals or food products.
 - menu preparation, time schedule(s), duties lists, shopping lists, culturally authentic table-settings, visual presentation of food dishes, invited guest(s), etc.

Accommodations

- Students are working in group(s)
- Students work in pairs to complete the collage portion of the assignment.
- Oral evaluation of written activities
- Alter facility or equipment to accommodate physically disabled student in lab; (i.e.) Lower counter area or special desk area; larger utensils and equipment used
- Specially assigned students to work together in pairs

Resources

1. Bible, New Standard Version.
2. Cronin, Gaynell. (1997). *The Best of Holy Days & Holidays*. St. Anthony Press.
3. Siebert, Mrytle/Kerr, Evelyn. (1994). *Food For Today*. Toronto: McGraw-Hill Ryerson.

Activity #2: Celebrating Our Canadian Food Heritage

Time: 560 minutes, 7 classes

Description

Students will increase their knowledge of the influence immigrants have had on our Canadian food heritage. They will demonstrate this through discussion, oral presentation, writing and the design of a casserole using foods typical of a particular ethnic group. They will use a variety of print or electronic reference tools to extend their understanding of the emergence of a new Canadian cuisine.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to:

- 7f, respect and affirm the diversity and interdependence of the world's peoples and cultures
- 7g, respect and understand the history, cultural heritage and pluralism of today's contemporary society.
- 6d, value and nurture opportunities for family prayer

Strand(s): Diversity, Interdependence and Global Connections

Overall Expectations

At the end of Grade 9, students will:

- DIV.02X, demonstrate an understanding of our Canadian Food Heritage.

Specific Expectations

Students will:

- DI2.02X, determine the contribution of cultural and regional foods in the development of our Canadian food heritage and culture.
- DI2.03X, use a variety of tools such as books, or search engines on the internet to research and report on the emergence of a new Canadian cuisine.
- DI2.04X, select and use regional and seasonal foods to plan and produce a Canadian Food product or meal.

Planning Notes

- Teacher gathers one food product from each province (e.g. Maple syrup from Quebec) for the first day of the lesson.
- Large map of Canada
- Teacher developed file of menus from ethnic restaurants
- Review School Board policy regarding use of computer/internet (safety/censorship)

Prior Knowledge Required

- School food lab safety procedures
- Proper food preparation techniques
- Significance of prayer
- Proper etiquette
- Computer literacy skills
- Effective verbal skills
- Co-operative learning skills
- Access information electronically
- Effective application of mealtime etiquette

Teaching/Learning Strategies

1. Teacher gathers all food products on a table.
Teacher leads discussion about our food heritage:
 - Where does the particular food come from?
 - What do you think constitutes our Canadian Food Heritage?
2. Teacher distributes Canadian Food Heritage assignment to small groups (maximum 2 or 3 students per group). Each group will choose one province and analyze food prevalence and immigration patterns. This information should be labeled on the map teacher provides. The groups will then present to the class the results of their findings, outlining the specific contributions made to Canadian food heritage by each group. (i.e. Ontario's culinary roots are a mix of Scottish, Irish and English. Soups and sauces play a large part of their meals as well as desserts, by using what's available from the land.) Findings from group presentations will be used by individuals to complete their own map worksheet. Indicate on maps the provinces associated with an abundance of foods from each of the Basic Four Food Groups.
3. In the Library/Learning Resource Centre, students will research Ethnic Restaurants using a variety of research tools - i.e., travel and tourism books, menus (from teacher's file), search engines on the Internet (including yellow pages). They will classify the Restaurants according to country of origin and calculate the number of times each Ethnic group was identified. Students will then complete a report on the emergence of a new Canadian cuisine.
4. Students will plan and prepare a multicultural casserole meal lab. (See Appendix: C). Students will organize a prayer service as part of the Casserole Meal using the theme of giving thanks for our Canadian food heritage. Prayers should be recorded in their Reflection Journals or as part of their portfolio.

Assessment/Evaluation

1. Formative assessment of Food Heritage assignment, students' presentation shows contributions from cultural and regional foods in our Canadian food heritage.
2. Formative assessment of Ethnic Restaurant assignment, students' report shows the use of at least three different reference tools (i.e. website, book, telephone directory and students' visits to community restaurants) and their findings of the emergence of a new Canadian cuisine.
3. Summative assessment of foods lab, student's food product, planning and preparation shows the meal represents a specific part of our Canadian Food Heritage. (See Appendices A, B and C)
4. Summative assessment of Prayer, student's prayer addresses an appreciation of contributions of self and others in forming the Canadian food heritage.

Accommodations

- Brainstorm foods made from the products found in the different provinces.
- Choose a food product (i.e. wheat) and create a poster. The poster will illustrate foods derived from the original agricultural product.(i.e., pizza, lasagna, or rye bread)
- Work in groups if possible

Resources

Teacher Reference

1. Agriculture Canada: <<http://www.agrafood.com>>
2. Canadian Communities Atlas: <<http://cgdi.gc.ca/ccatlas/atlas.htm>>
3. Kowtaluk, Helen (1994), Food for Today. McGraw Hill Ryerson, Chapter 35, Foods of the World
4. Largen, Velda (1992), Guide to Good Food. Goodheart-Wilcox Co. Inc. Part Four: Foods of the World.
5. Seibert, Myrtle and Kerr, Evelyn (1994), Food for Life. McGraw Hill Ryerson, Chapters 11 and 12, Cultural Foods.
6. Statistics Canada: <<http://www.statscan.com>>

Student Reference

1. Blank map of Canada
2. Seibert, Myrtle and Kerr, Evelyn (1994), Food for Life. McGraw Hill Ryerson, Chapters 11 and 12, Cultural Foods.

Appendices

- Appendix A:** Foods Lab Evaluation
B: Casserole Lab Plan
C: Casserole Evaluation

Appendix A: Foods Lab Evaluation

Name: _____ Title of Lab: _____

Categories	Level 1	Level 2	Level 3	Level 4	Mark
Preliminary Work	Hair not tied back, apron missing, hands not washed	Apron on, hair tied back, hands are washed	Hair tied back, apron on, hands washed. Checked to see what needs to be done	Brought in tools, extra equipment or ingredients from home.	/4
Preparation Of Product	Measures incorrectly and uses improper mixing methods	Measures correctly. Uses proper mixing methods. A few inappropriate techniques used. Some food items not prepared or prepared late.	Selects correct ingredients. Measures and mixes correctly. Bakes at correct temp.	Takes lead in preparation, cooking and clean-up.	/4
Safety	Does not follow classroom or lab safety rules	Follows most classroom and lab safety rules	Follows all classroom and lab safety rules.	Reminds other students of safety rules when they are not being followed	/4
Co-operation	Late, doesn't use conflict resolution techniques while working in the group.	On time, willing to work with a team.	On time, works well within team	Invites other groups to share. Helps other teams when they are running behind.	/4
Area Clean Up	2 or 3 items missing from list of cleanup duties	1 item missing from cleanup duties	Table, equipment and tools are cleaned. Put away ingredients in proper place	Everything put away properly with extra attention and care to ensure room is clean.	/4
Comments:					Total /20

APPENDIX B: CREATE A CASSEROLE -PLANNING SHEET

A casserole is a combination of foods baked together in an oven-proof dish. Most casseroles are made up of the 6 parts listed on the left of the chart below. Use the findings from your research on the different Ethnic groups and the abundance of particular foodstuffs in each Province, when designing your casserole. **Remember: These are only guidelines. Be creative!**

PARTS	EXAMPLES	AMOUNT	YOUR CHOICE
Carbohydrates	Rice, Pasta or Potatoes	1 cup/250 ml.	
Protein	Ground Beef or Chicken or Ham or Beans or Eggs	2 lb	
Sauce	Tomato Sauce or Mushroom Soup, etc	1 Cup Sauce or 1 Can Soup	
Vegetables	Onions, Celery, Carrots, Peas, Broccoli, etc	2 cups/500 ml. Use 3 or more	
Seasonings	Garlic, Basil, Parsley, Salt, Chives, etc	1/4 Tsp./1 ml. Each Use 3 or more	
Topping	Grated Cheddar, Parmesan, Mozzarella, etc	1/2 cup/125 ml.	

1. Prepare rice/pasta according to directions. Drain and set aside.
2. Meanwhile cook meat or chicken in a small frying pan over medium heat until lightly browned. Remove from pan. Drain off any fat and set aside.
3. Wash and prepare fresh vegetables. Cut into uniform pieces and cook before combining them with the other ingredients. Set aside when cooked.
Microwave as follows:
Example - carrots: Microwave on high in a small bowl with 1 Tbsp. water for 2-3 minutes or until tender crisp.
Example - onions/celery, etc.: Microwave on high in a small bowl with 1 Tbsp. water for 1.5 minutes or until tender.
4. Prepare sauce, measure seasonings and place both in an oven-proof casserole dish.
5. Add meat, vegetables and rice or pasta. Toss to mix.
6. Cover casserole and microwave on high for 6 minutes. Stir gently to blend edges.
7. Prepare topping while casserole is cooking. Sprinkle topping over casserole. Finish heating in microwave 2-3 minutes or until thoroughly heated.

APPENDIX C: CASSEROLE EVALUATION

Group Members

1. _____ 2. _____ 3. _____

4. _____ 5. _____

1. Name the Province you have chosen: _____

2. Name the Ethnic group your casserole is representing: _____

3. List the ingredients for your casserole:

Protein: _____

Rice or Pasta: _____

Vegetables: 1. _____ 2. _____ 3. _____

Seasonings: 1. _____ 2. _____ 3. _____

Sauce: _____

Topping: _____

4. How would you rate your casserole?

Mouth watering _____ Too spicy _____ Too bland _____ Pretty bad _____

5. What we did well:

1. _____

2. _____

3. _____

6. What we would change if we were to do this again:

1. _____

2. _____

3. _____

7. If you were given a pie for your group and it was to be divided into pieces that represented each group member's contributions to the planning and completion of this food lab, how would your group divide your pie? Discuss with your group and draw the pieces on your pie below, then have each member sign his piece of the pie. Individually students will complete a pie.

Activity #3: Celebrating Our Native Canadian Food Heritage

Time: 220 minutes, 3 classes (approx.)

Description

Students will increase their knowledge of the influence Native peoples have had on our Canadian food heritage. They will be able to describe the diets and food-production methods of Native peoples in various parts of Canada. After having examined the contributions of Native Peoples, participated in prayer celebrations, and examined the relationships to food; they will have an increased appreciation and respect for Aboriginal Peoples.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to:

- 5e, respect the rights, responsibilities and contributions of self and others.
- 7g, respect and understand the history, cultural heritage and pluralism of today's contemporary society.

Strand(s): Diversity, Interdependence, and Global Connections

Overall Expectations

At the end of Grade 9, students are expected to:

- DIV.02X, demonstrate an understanding of our Canadian Food Heritage

Specific Expectations

Students will:

- DI2.01X, describe the diets and food-production methods of Native peoples in various parts of Canada.

Planning Notes

- Teacher prepares introductory lesson using information found in Food For Life textbook.
- Review jigsaw strategy and prepare class appropriately (Teaching Tomorrow's Thinkers).
- Teacher books school chapel for a prayer celebration. You will need some traditional Native foods and a candle for the altar. Involve the school chaplain in conducting and setting up for the prayer celebration.

Prior Knowledge Required

- Understanding of Canada's Food Guide
- Apply writing skills
- Jigsaw strategy
- Understand how to compare and contrast
- Significance and meaning of prayer

Teaching/Learning Strategies

1. Teacher provides an introductory lesson on traditional Native foods.
2. Students will chart and describe the following areas related to Native peoples using the jigsaw method: (establish Home and Expert Groups)
 - Native groups (i.e. Algonquin, Plains etc.)
 - Region of Canada they live in
 - Traditional foods in diet

-
- Traditional food production methods
 - Contributions to Canada's Food Heritage
3. Using the information obtained in #2, students individually will design a food guide by classifying each traditional food item (from any Native group) into one of the food groups found in Canada's Food Guide (20-30 Native food items).
 4. Individually students will compare and contrast this food guide to Canada's Food Guide. They will write a report that includes 1-2 paragraphs per food group. Each paragraph must make reference to a specific food group and explain two similarities and two differences.
 5. Prepare a prayer of thanks for the contributions of Native peoples to the Canadian cultural food heritage. Students will read their group prayer in a prayer celebration in the school chapel. The school Chaplain will set up the altar with some traditional Native foods and a candle and conduct the prayer celebration.

Assessment/Evaluation

1. Diagnostic assessment: class participation in discussion of traditional Native foods.
2. Formative assessments:
 - A) Completion of Chart of Traditional Native Foods.
The chart must include the following headings:
 - Native Group
 - Region of Canada they live in
 - Traditional foods in diet
 - Traditional food production methods
 - B) Summative assessment: Student's creation of a food guide based on traditional Native foods.
 - C) Formative assessment of 4-8 paragraphs that compare and contrast the student-generated food guide to Canada's Food Guide.
3. Summative assessment: participating in a prayer celebration in the school chapel. Participation will be assessed by sharing the group prayer they have created. The prayer must give thanks to Native peoples for their contribution to the Canadian cultural food heritage.

Accommodations

- Pair or group students to complete chart activity.
- Students will design a chart using pictures to illustrate the traditional Native foods and food production methods.
- Students will design a food guide by using pictures.
- Students will orally describe foods that are part of the traditional Native diet and food production techniques.
- Students will organize the foods and decorations (candle) needed for prayer service.

Resources

Teacher Resources

1. Kerr, E. and Siebert, M. (1994). Food For Life. Canada: McGraw-Hill Ryerson Limited.
2. Waterloo Region Roman Catholic School Board, Teaching Tomorrows Thinkers. (1992). Waterloo Region: Roman Catholic Separate School Board.

Student Resources

1. Campell, M. (1983). People of the Buffalo: How the Plains Indians Lived. Vancouver/Toronto: Douglas & McIntyre Ltd.
2. Hannell, C. and Harshman, R. (1987). Across Canada: Resources and Regions. Canada: John Wiley & Sons Canada Limited.
3. Jenness, D. (1984). Indians of Canada. Canada: University of Toronto Press.
4. Kerr, E. and Siebert, M. (1994). Food For Life. Canada: McGraw-Hill Ryerson Limited.
5. Marshall, I. (1982). The Red Ochre People: How Newfoundland's Beothuck Indians Lived. Vancouver/Toronto: Douglas & McIntyre Ltd.
6. Santor, D. (1992). Canadian Scrapbook: Canada's Native People. Canada: Prentice-hall Canada Inc.

Activity #4: All About Agriculture

Time: 375 minutes, 5 classes

Description

By examining print or electronic reference and telecommunications tools, students will gain an understanding of the Canadian Agriculture Food System. They will assess the geographical influence on the food supply and production industries identified in Canada. They will differentiate between the production methods in both the developed and developing countries, and reflect upon the impact of those methods to global food security.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to:

- 3f, examine, evaluate and apply knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society.
- 3c, think reflectively and creatively to evaluate situations and solve problems.
- 7i, respect the environment and use resources wisely.

Strand(s): Diversity, Interdependence and Global Connections and Social Science Skills

Overall Expectations

At the end of Grade 9, students will:

- DIV.03X, identify food supply and production industries in Canada

Specific Expectations

Students will:

- SSI.06X, use a variety of print or electronic reference tools, and telecommunications tools to build a knowledge base on the Canadian agri-food system
- DI3.01X, identify the primary food sources in Canada
- DI3.02X, complete an assessment of the influence of geography on food supply and production
- DI3.03X, describe the role of co-operatives and marketing boards, including those of Native peoples
- DI4.03X, determine how food production methods can contribute to satisfying global food needs
- DI4.04X, differentiate between the food-production methods of developed and developing countries and the impact of those methods on food security

Planning Notes

- Teacher will supply each group with a food product that represents one of Canada's Food Groups. Selection should incorporate foods that require different or no processing techniques, i.e. carton of milk (pasteurization), can of corn (canning), bacon (curing), sliced bread, apple.
- Supply each group with coloured strips of paper to represent their assigned food group.
- Teacher will generate a question sheet about the Canadian agriculture system based on the video, Mass Production of Food.
- Teacher generated overhead regarding the Four-Step Agriculture System, the importance of Native peoples co-operatives and marketing boards.

-
- Be familiar with the World Food Summit 1996 definition of Food security: “Food Security exists when all people, at all times, have physical and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life.”
 - Teacher will prepare a list of careers in food production.

Prior Knowledge Required

- Library research
- Computer literacy
- Group communication
- Decision making
- Verbal presentation skills

Teacher/Learning Strategies

1. Students are divided into groups (4-5 students/group) representing one of the four food groups. Students generate a list of possible steps involved in the production/distribution of their assigned product from start to finish. They write and rank steps on coloured strips of paper.
2. Teacher gives Socratic lesson on the Four-step agriculture-food system (production, processing, distribution, and consumer). Include explanation of role of co-operatives (citing Native peoples co-ops) and marketing boards in process.
3. Students watch video about the Canadian Agricultural System (e.g. Mass Production of Food). They complete teacher generated question sheet, focusing on influence of geography, marketing boards, processing, and distribution on food production.
4. Students re-group and judge inclusion of steps. Students categorize steps into four-step agriculture-food system.
5. Students complete THE BURGER ACTIVITY. Students identify various food supply and production industries involved in getting food products to the family.
6. Groups of students complete FOOD PRODUCTION ASSIGNMENT (see appendix D). Each group will investigate the agricultural systems involved in the production of one component of a 'Pizza'. The investigation will include identification of the primary food sources. Students use print, electronic reference tools and telephone access in researching various marketing boards.
7. Teacher gives Socratic lesson on food production methods of developing versus developed countries. Include in lesson:
 - benefits/problems of traditional farming methods
 - agribusiness benefits to society
 - agribusiness relationship to mismanagement of land
 - how can students protect land and develop a global agri-food perspectiveStudents discuss implications of the influence/relationship between people, countries and developed versus developing countries to food production.
8. Teacher reads excerpt from Pope John Paul's World Day of Peace message of January 1, 1990: 'we (sic) cannot say we love the land and then take steps to destroy it for use by future generations...in our day, there is a growing awareness that world peace is threatened not only by the arms race, regional conflicts and continued injustices among peoples and nations, but also by a lack of due respect for nature, by the plundering of natural resources and by a progressive decline in the quality of life.' Teacher reads excerpt from Food Policy in a Hungry World, November 8, 1989: 'one such right is the right to food to sustain life...by acknowledging that the earth is the Lord's and that God is present in all of creation, we show respect for God's creation.' Teacher defines the term 'food security' (World Food Summit 1996). Students discuss: 'What message is reflected in the Pope's address with respect to our responsibility in ensuring preservation of the land for food security?' Journal entry: 'Has society taken steps to demonstrate respect for the land to ensure preservation for food security?'
9. Students will choose a food production related career from a list given by the teacher (i.e., product developer, food photographer, etc.). Teacher will bring students to computer lab where they will create a newspaper advertisement after exploring the CD Career Cruising. From the CD the students will obtain the following information to create their advertisement:
 - Education Required - university or college degree(s), apprenticeships, and/or high school, other diplomas
 - Hourly rate or salary range
 - Desired human qualities/personal experience
 - working hours
 - career paths

Assessment/Evaluation

1. Diagnostic assessment: Initial generation and ranking of food production steps, completion of video worksheet

-
2. Formative assessment: group work, co-operation skills, self and peer evaluation of peer and group work
 3. Formative and summative assessment: Food Production Assignment and Presentation
 4. Summative assessment: Food Production Assignment includes preparation and presentation of a 2-3 page report including the following: flow chart, map labelled according to geographical origin of raw ingredients, location and role/purpose of marketing boards

Accommodations

- Students complete a pictorial sequence chain representing the production process for a particular food
- Students generate a brief description of what they learned by viewing the video
- Pair or group students to assist with tasks
- Students match the written food production terms to a visual representation of the steps

Resources

Teacher Reference

1. Agriculture and Agri-Food Canada. Mapping Your Future...Careers in Agriculture and Agri-Food Industry. Ontario Agri-Food Education Inc.
2. Ahlers, Julia and Wilt, Michael. (1995). Christian Justice MN, USA: St. Mary's Press.
3. Ministry of Agriculture and Food. (1993). Ontario's Food Processing Industry Fact sheet. Ontario, Canada. Order no. 93-085.
4. Ministry of Agriculture, Food and Rural Affairs. (1994). What You Should Know About Fruit Production in Ontario Fact sheet, July 1994. Ontario, Canada. Order no. 94-069.
5. Ministry of Agriculture, Food and Rural Affairs. (1995). Ontario's Agriculture and Food Industry Fact Sheet. Ontario, Canada. Order no. 95-011.
6. Siebert, Myrtle and Kerr, Evelyn. (1994). Food For Life. Canada: McGraw-Hill Ryerson.
7. The General Store. (1993). Milton Ontario, Canada: Ontario Agri-Food Education Inc.
8. The Key Foundation Environmental Literacy Series. (1995). Agriculture and Food-Making Choices, 1995. Orillia Ontario, Canada: Czerneda Publishing Inc.
9. World Vision Canada. (1994). Food Security, October 1994. Canada: Development Education Department.

Student Reference

1. Agriculture and Agri-Food Canada. (1995). Agriculture and Agri-Food in Canada, 1995. Ottawa Ontario, Canada: Publication no. 1916E 10/95
2. Agriculture and Agri-Food Canada. (1998). Canada's Action Plan for Food Security, 1998. Ottawa, Ontario, Canada: Publication no. 1987E, 1998
3. Dwyer, Judith A. (1994). The New Dictionary of Catholic Social Thought. Minnesota: The Liturgical Press.
4. Morrow, Robert. The Burger - An Agri-Food Study Unit. Ridgetown, Ontario: Ontario Agri-Food Education Inc.
5. Mass Production of Food (1998) [Videocassette], Burnaby, BC Classroom Video
6. Ontario Agri-Food. (1996). All about Food: Agri-Food Facts, 1996. Ontario, Canada. Ontario Agri-Food Education Inc.
7. Ontario Agri-Food. Pizza Pizzazz. Milton Ontario, Canada. Ontario Agri-Food Education Inc.
8. Siebert, Myrtle and Kerr, Evelyn (1994). Food For Life. Canada: McGraw-Hill Ryerson

Appendices

Appendix D: Food Production Assignment

Appendix D: Food Production Assignment Evaluation

Name: _____

Categories	Level 1	Level 2	Level 3	Level 4	Mark
Flow Chart	<p>Two or more production processing steps missing.</p> <p>Little sequencing is apparent.</p> <p>No development of marketing boards.</p> <p>Too many spelling and grammatical errors.</p> <p>Layout appears unorganized and incomplete.</p> <p>(0-4)</p>	<p>Weak development of production and processing steps.</p> <p>An attempt to order is apparent but is not logically based on the information.</p> <p>Weak development of marketing boards.</p> <p>Several spelling and grammatical errors.</p> <p>Layout needs improvement.</p> <p>(5)</p>	<p>Good development of production and processing steps.</p> <p>Shows logical and accurate sequencing.</p> <p>Good development of marketing boards.</p> <p>Few spelling and grammatical errors.</p> <p>Good development of layout.</p> <p>(6-7)</p>	<p>Excellent development of production and processing steps.</p> <p>Shows logical and accurate sequencing with supporting details placed under proper headings.</p> <p>Excellent development of marketing boards.</p> <p>Minimal spelling and grammatical errors.</p> <p>Layout exceeds expectations.</p> <p>(8-10)</p>	/10
Map	<p>Title not evident.</p> <p>Information key is present but no development visible, and not accurate</p> <p>Many symbols missing on the map.</p> <p>(0-1)</p>	<p>Title is evident but is not neatly developed.</p> <p>Information key is developed with several errors, and no variation in chosen symbols and colours.</p> <p>Several errors appear in location of symbols on the map.</p> <p>(2)</p>	<p>Title is evident and is neatly and clearly developed.</p> <p>Information key developed with few errors and little variation in chosen symbols and colours.</p> <p>Few errors appear in location of symbols on the map.</p> <p>(3)</p>	<p>Title development exceeds expectations.</p> <p>Information key is clearly visible, accurate, and uses a variety of symbols and colours.</p> <p>Symbols are neatly and accurately located on the map.</p> <p>(4-5)</p>	/5

Fact Sheet	Name and address of marketing board not indicated. No development of role, purpose and function of agriculture system. Too many spelling and grammatical errors. (0-1)	Name or address of marketing board not indicated. Weak development of role, purpose and function of agriculture system. Several spelling and grammatical errors. (2)	Name and address of marketing board identified. Good development of role, purpose and function of agriculture system. Few spelling and grammatical errors. (3)	Name and address of marketing board clearly identified. Excellent development of role, purpose and function of agriculture system. Minimal spelling and grammatical errors. (4-5)	/5
Presentation	Information poorly presented, little communication and presentation skills evident. Demonstrates little/no understanding of topic and terminology and refers often to written work. Unable to answer questions accurately. (0-4)	A weak attempt to present information logically and clearly. Weak communication and presentation skills evident. Demonstrates a weak understanding of topic, uses terminology and occasionally refers to written work. Able to answer questions with little prompting. (5)	Good attempt to present information logically and clearly. Good communication and presentation skills evident. Demonstrates a good understanding of topic, and uses proper terminology. Good attempt to answer questions accurately. (6-7)	Excellent presentation of information. Excellent communication and presentation skills. Demonstrates an excellent understanding of topic, and uses proper terminology. Excellent ability to answer questions accurately. (7-8)	/10
Information Sheet	Title, typed text and headings are not evident or developed. Development of information is poor, and/or missing or inaccurate. Too many spelling and grammatical errors. (0-4)	Title, typed text and headings are evident and neatly developed. Development of information is weak, and may be inaccurate. Several spelling and grammatical errors. (5)	Title, typed text and headings are neatly and clearly developed. Good development of information. Few spelling and grammatical errors. (6-7)	Development of title, typed text and headings exceeds expectation. Excellent development of information, information exceeds expectations. Minimal spelling and grammatical errors. (8-10)	/10
Comments:	Total				/40

Activity # 5: Hunger and Global Food Issues

Time: 375 minutes, 5 classes

Description

Students will gain an understanding of hunger and food security. They will demonstrate Christian leadership by responding to and assisting those in need. They will also apply various aspects of social science research in examining policy decisions and food issues pertaining to global food security. Students will also employ problem solving strategies when developing ways to deal with global food security in a local and/or global context.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations:

The graduate is expected to:

- 1d, develop attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good
- 2a, listen actively and critically to understand and learn in light of gospel values
- 4c, take initiative and demonstrate Christian leadership
- 3a, recognize there is more grace in our world than sin and that hope is essential in facing all challenges
- 6e, minister to the family, school, parish, and wider community through service

Strand(s): Diversity, Interdependence and Global Connections and Social Science Skills

Overall Expectations

At the end of Grade 9, students will:

- DIV.04X, complete an investigation of current global issues relating to food (e.g. food distribution, food shortages, gene manipulation), using current social science research methods
- SSV.02X, effectively communicate the results of their inquires

Specific Expectations

Students will:

- DI4.01X, explain the importance of policy decisions as applied to global food issues (e.g. how personal and family decisions can affect our world)
- DI4.02X, identify the causes of hunger in Canada and the world and list some possible strategies for alleviating hunger
- DI4.05X, prepare a global food product or meal (e.g. something made from grains such as bulger, buckwheat, spelt, quinoa, couscous; from legumes such as dried beans, peas, lentils; or from vegetables and fruits that are new to them)
- SSI.07X, write a report or essay containing an analysis of a food issue, such as food security, by reading, summarizing and interpreting articles on food and nutrition in newspapers, magazines, and selected research literature

Planning Notes

- Teacher obtains video: No More Hunger
- Teacher prepares grain product for teaching/learning strategy #1
- Teacher prepares overhead that summarizes key concepts pertaining to causes/solutions of hunger in Canada and the global community (teaching/learning strategies #1,2,3)

-
- Teacher invites a representative as a guest speaker from a local hunger servicing agency (teaching/learning strategy #6)
 - Teacher provides basket and decorating items for the Gift/Food Offering

Prior Knowledge Required

- Definition of food security
- Effective co-operative group skills/conflict resolution skills
- Knowledge of mind map activity and problem solving model
- Social Science Research Methods

Teaching/Learning Strategies

1. Teacher distributes a cooked grain product/meal (made from a grain or legume) unevenly amongst the class i.e. bulgur, lentils or peas.
 - After reviewing the definition of food security, students discuss the following:
 - How do you feel being served this as a meal?
 - Why do you think that you were all served the same food but in different amounts?
 - Would this meal be considered nutritious? Do you think people can be healthy on limited food products?
 - How is food security associated with hunger? Is hunger a problem in Canada and the world today?
2. Students read aloud Acts 2:44-47. “And all who believed were together and had all things in common; and they sold their possessions and goods and distributed them to all as any had need. And day by day, attending the temple together and breaking bread in their homes, they partook of food with glad and generous hearts, praising God and having favor with all people.” Teacher leads class discussion incorporating the meanings included in the Acts 2:44-47, definition of food security, hunger and the inequality of food access. Students write a response in their journals indicating why each person should (individually and collectively) care about food security and hunger.
3. Using a mind map, (groups of 4-5) students identify possible causes of hunger. Using the problem solving model, students generate a list of possible solutions. Students view World Vision 1998 video, No More Hunger. Students then analyze and make improvements to their original mind map and list of solutions. Teacher reviews key concepts pertaining to causes/solutions of hunger in Canada and the global community by use of an overhead.
4. Teacher gives socratic lesson on Canada’s Action Plan for Food Security (1998). Students brainstorm ways that individuals and families can address our global food problems. i.e. Purchase foods more often from companies with good labor relations.
5. In the Resource Centre students (groups 2-3), research Hunger/Food Security by reading, summarizing and interpreting articles in newspapers, magazines and selected research literature. Students use current social science methods and extend their research to investigate specific local, provincial and global organizations that play a role in food shortage/food distributions e.g. Development and Peace, Share Life and local parish breakfast/soup/snack clubs. Through the use of a visual essay students present/post in the classroom the results of their inquiries. (see appendix E).
6. As a class students will plan, gather, design and decorate a Gift/Food Offering for a local hunger servicing agency by completing the following:
 - Students are evenly divided into groups that reflect the key topics covered in the unit. (cultural and regional foods, traditional Native foods, agriculture and food production, etc.)
 - In groups, students brainstorm from the topic they were assigned possible food items that can be put in the gift basket. From their group list, students select 4-6 items they would like contributed to the Gift/Food Offering.

-
- Each group may choose one or more of the following methods to gather their food items: bring food from home, telephone or write a letter to a local food company or grocery store requesting a donation, school food drives, etc.
 - As a class, students design, decorate and present the Gift/Food Offering to a representative from a local hunger servicing agency who has been invited to speak to the class about the agency they represent.
7. Students reflect back on Acts 2:44-47, their knowledge from research on hunger/food security and their contribution to the Gift/Food Offering project and write a personal reflection in their journal.
 8. Teacher will conference with students to select samples of unit work to be included in the portfolio.

Assessment/Evaluation

1. Formative assessment of students' ability to brainstorm at least 5 causes and solutions to hunger.
2. Summative assessment of Visual Essay.
3. Formative assessment of group process in Food/Gift Offering project.
4. Summative assessment to check completeness of journal entries

Accommodations

- Brainstorm as a group what food security means to them and choose at least 3 of their answers to design on a poster to visually illustrate food security.
- Student develops a storybook indicating the relationship of food, religion and sharing using Catholic Clip Art CD-ROM.

Resources

Teacher Resources

1. Agriculture and Agri-Food Canada (Ottawa), "Canada's Action Plan for Food Security". Publication number 1987E, 1998
2. Development and Peace, <<http://www.devp.org/anglais/into.html>>
3. Mind Map method "Teaching Tomorrow's Thinkers" (1992) Waterloo, Waterloo Region Roman Catholic Separate School Board
4. Peterat, Linda. (1991). "Food Security." Canadian Home Economics Association.
5. Peterat, Linda. (1991). "Staple Foods; Food Forms" Canadian Home Economics Association.
6. Ryerson's Centre for Studies in Food Security, <<http://www.acs.ryerson.ca/~foodsec/foodsec/>>
7. Seibert, Myrtle and Kerr, Evelyn. (1994) Food for Life McGraw Hill Ryerson, Chapter 13
8. Wells, Troth. "The New Internationalist Food Book" Second Story Press. (1995)

Student Resources

1. "No More Hunger" video, (1998) World Vision Canada
2. Catholic Clip Art on CD-ROM (1996), Liguori Publications
3. Career Cruising on CD-ROM (1997), Toronto: Annca Technologies.

Appendices

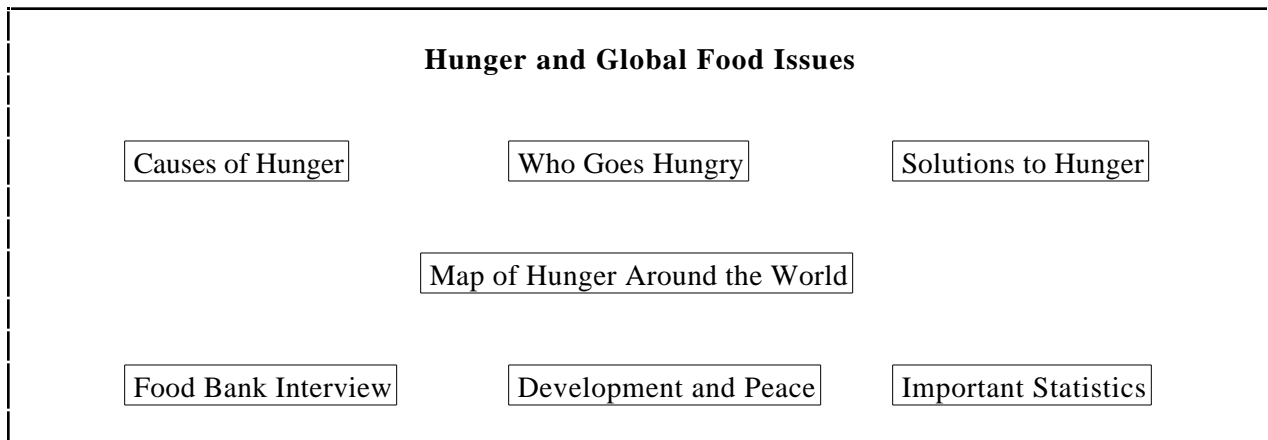
Appendix E: Hunger and Global Food Issues Assignment

APPENDIX E: HUNGER AND GLOBAL FOOD ISSUES ASSIGNMENT

Due Date: _____ Topic: _____

In-groups (2-3), complete the following:

1. Read, interpret and summarize articles from newspapers, magazines and selected research literature that pertain to food security/hunger. (minimum of 6 per group)
2. Select a method (primary or secondary) to investigate specific local, provincial, and/or global organizations involved in helping food shortages/food distribution. Clearly outline the social science research method you have selected and develop a proposal to be approved by the teacher.
3. Develop a visual essay to represent the major findings of your research. You will need to develop appropriate subtitles based on your group work. A sample has been provided below.



4. Present your visual essay to the class highlighting your major findings. Post the essay in the class for student viewing.
5. In a folder submit your article summaries and rough work from step 2. Also include a bibliography citing references used.

Categories	Level 1	Level 2	Level 3	Level 4	Mark 60
Number of articles used	Less than 2 articles used.	3-4 articles used.	5-6 articles used.	7 or more articles used.	8
Selection of primary/secondary research method	Uses social science research methods with assistance.	Showed fair use of primary/secondary research.	Uses appropriate primary/secondary research skills.	Excellent use and understanding of primary/secondary research.	12
Visual Essay Layout	Poor selection of titles and research content in essay. Layout is inconsistent with visual essay format.	Titles and research content are adequate. Placement of content is acceptable.	Effective development of titles and research content. Placement of content is appropriate.	Strong development of titles and research content. Layout is pleasing to the eye.	8
Written Content	Information is missing. Too many spelling and grammatical errors.	Information is short. Several spelling and grammatical errors.	Information is suitable with few spelling and grammatical errors.	Information is complete with minimal spelling and grammatical errors.	12
Presentation	Information was poorly presented.	Presentation lacked flow.	Presentation was clear and flowed well.	Presentation was well organized, clear and interesting.	12
Folder Submission	Folder items were incomplete and poorly done.	Several items missing, needs improvements.	Folder items incomplete.	Folder items were complete and of high quality.	8