

# Course Profile

## **Food and Nutrition**

Grade 9 or 10

Open

- *for teachers by teachers*

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## **Acknowledgements**

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## Unit #1: Investigation of Food Choices

**Time:** 19 hours

**Unit Developer(s):**

Ruth Pearce, Waterloo Region District School Board  
Karen Ross, Waterloo Region District School Board

**Development Date:** February, 1999

### Unit Description

In this unit, students will develop an understanding of social science research methods which will be applied in each of the following units. Students will be able to identify the reasons why people make the food choices they do and explain a variety of influences on individual food choices. Students will apply social science research methods to an investigation of current food marketing techniques and an illustration of career opportunities related to food and nutrition.

### Strand(s) & Expectations

**Strand(s):** Self and Others; Personal and Social Responsibilities; Social Science Skills

**Overall Expectations:** SOV.02X, PRV.02X, SSV.01X, 02X

**Specific Expectations:** SO2.01X, 02X, 03X, PR2.03X, SS1.02X, 03X, 04X, 05X,  
SS2.01X, 02X, 03X, SS3.01X, 02X

### Activity Titles (Time and Sequence)

Activity 1	Why People Eat the Foods They Eat	60 - 120 min
Activity 2	Social Science Research Investigation	120 min
Activity 3	Changing Food Patterns	120 - 180 min
Activity 4	Childhood Effects on Current Eating Patterns	120 - 180 min
Activity 5	An Investigation of Current Food Marketing Techniques	240 min
Activity 6	Investigating Career Opportunities	300 - 420 min

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## Unit Planning Notes

The teacher:

- decides how the social science research investigation will be introduced in this unit and/or how it will be incorporated into all of the following units.
- decides how the kitchen labs will be planned based on facilities available and class sizes.
- collects a variety of food advertisements from different media.
- familiarizes her/himself with the software programs and books to be used and the appropriate facilities.
- books appropriate audio-visual materials and equipment and prepares overheads and worksheets.
- discusses with the special education teachers the accommodations required to meet the needs of exceptional students (IEP/IPRC)
- needs to assess lab skills of students prior to the first food lab.

## Prior Knowledge Required

Students will:

- be able to describe the variety of roles in small groups.
- be familiar with computers.
- have some knowledge of Canada's Food Guide.

## Teaching/Learning Strategies

- Student presentation of food samples
- Lecture on social science research skills overview
- Interviews about eating habits and patterns
- Food lab to prepare foods for toddler-age group
- Research of current food-marketing techniques
- Investigation of food-related careers by using computer software, the Internet

## Assessment/Evaluation

<b>Tool</b>	<b>Purpose</b>	<b>Evaluator</b>	<b>Activity</b>
Observation	Formative	Teacher	All activities, ongoing throughout unit
Participation Rubric	Formative/Summative	Teacher, Student	All group activities All individual activities
Labs, Worksheets, Reports	Formative/Summative	Teacher	Activities as assigned
Poster Rubric	Summative	Teacher, Student	Activity 1 Food Choices
Research Rubric	Formative	Teacher	Activity 2

(continued)

<b>Tool</b>	<b>Purpose</b>	<b>Evaluator</b>	<b>Activity</b>
Questionnaire	Diagnostic	Teacher	Activity 5 Bibliography
Advertisement Rubric	Summative	Teacher/Student	Activity 5
Brochure Rubric	Summative	Teacher/Student	Activity 6
Portfolio Rubric	Summative	Teacher	Activities 3, 5 & 6
Unit Test	Summative	Teacher	The Whole Unit

Diagnostic: assessing what has been learned  
 Formative: assessing how well the student is presently learning so that appropriate changes can be made  
 Summative: assessing how well the student has learned the material for purpose of accountability

## Resources

### Print

1. AMNI Centre, A Cultural Profile (for 20 different cultures e.g. India, Kenya, Ukraine). Faculty of Social Work, University of Toronto, 246 Bloor St. W., Room 100, Toronto, ON M5S 1A1, 416-946-3699.
2. Bain, C., Colyer, J., Newton, J., Hawes, R. Canadian Society A Changing Tapestry Teacher's Resource. Don Mills: Oxford University Press, 1996.
3. Bentley, S. Religions of Our Neighbours: A Comprehensive, Non Academic Overview of Several Religious Traditions. Coquitlam, B.C., Bentley West Publishing, 1989.
4. Centre for Science in the Public Interest. Nutrition Action Healthletter. Toronto.
5. Chapman, C. If the Shoe Fits ... How to Develop Multiple Intelligence in the Classroom. Skylight Publishing Inc., 1993, ISBN 0-9232935-64-8.
6. Crotty, P. "The Mediterranean Diet as a Food Guide." Nutrition Today, Volume 33, no. 6, November/December, 1998, p. 227-243.
7. Gibbs, J. Tribes: A New Way of Learning and Being Together. Centre Source Systems, 1995, ISBN 0-932762-09-3.
8. Lee, Enid, C. Marshall. Kaleidoscope of Health: A Training Manual for Race and Ethnocultural Equity in the Ontario Health Care System. 1994.
9. Liebman, B. and Schardt, D. (July-August, 1998). Tricks of the Trade, Nutrition Action Healthletter. 25(6).
10. Roots and Wings: Resource Units for Support of Caribbean Students New To Canada. The Metropolitan Toronto School Board, 1995.
11. Siebert, M. and Kerr, E. Food for Life. Toronto: McGraw-Hill Ryerson Limited, 1994.
12. Sproule, W. People in Perspective, 3rd. Ed. Scarborough: Prentice Hall Canada Incorporated, 1994.
13. Thomson, P. Teacher's Resource to Accompany Food for Life. Toronto: McGraw-Hill Ryerson Limited, 1995, ISBN 0-07-551545-8.
14. Visser, M. The Rituals of Dinner. Harper Collins, 1991, ISBN 0-00215699-7.
15. Wells, T. The New Internationalist Food Book. Second Story Press, 1993, ISBN 0-929005-68-6.

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### **Computer Software/Internet**

16. The Bridges Initiatives Inc. Telephone 604-862-8722 Fax 604-862-8771

Internet websites are constantly changing. The following list is just an example of sites that may provide useful background information about Food Choices:

17. <http://careerexplorer.com> (Carer Explorer)

18. <http://www.canadianliving.com> (Canadian Living Online)

19. <http://www.chatelaine.com> (Chatelaine Connects)

20. <http://www.inac.gc.ca> (Indian and Northern Affairs Canada)

21. <http://indy4.fdl.cc.mn.us/~isk/food/foodmenu.html> (Native American Indian Resources)

22. <http://222.schoolnet.ca/aboriginal/curril-e.html> (SchoolNet First Nations and Aboriginal Peoples' Home Page)

23. <http://222.hrpress-diveristy.com/fcalend.html> (Cultural Diversity/Multicultural Calendar Workplace Intercultural)

24. <http://www.eatethnic.com> (EatEthnic)

### **Television**

25. The Food Channel

### **Videotape**

26. Food: A Multi-cultural Feast. Learning Seed, catalogue #218.

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## Activity #1: Why People Eat the Foods They Eat

**Time: (minutes):** 60 - 180 minutes

### Description

By tasting samples of food and examining selected readings, students will identify the reasons why people eat the foods they do. In small groups, students will create a section of a bulletin board display which will reflect one aspect of why people eat the foods they do.

### Strand(s) and Expectations

**Strand:** Self and Others

#### Overall Expectations

By the end of this course, students will:

(SOV.O2X) • identify the variety of reasons behind the choices people make about food

#### Specific Expectations

By the end of this course, students will:

(SO2.O2X) • categorize the reasons why people eat the foods they eat (e.g., cultural, emotional, environmental, nutritional, religious, social )

### Planning Notes

Teacher should:

- decide on a method of choosing groups. This will allow teacher to assess the student's understanding of group work and evaluate interpersonal skills for planning future kitchen/work groups.
- assess the ethno-cultural/religious diversity which may be represented in the class.
- prepare pie-charts for each small group. The wedges of the pie might be labeled for example - picture, photograph, recipe, food sample, cooking utensil.
- prepare a pie-chart bulletin board as a sample.
- prepare a bulletin board titled "Why People Eat the Foods They Eat" which will display student posters.
- arrange for access to the Internet.
- book a VCR.

### Prior Knowledge Required

- Students should have some knowledge and skills in small group work.

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## Teaching/Learning Strategies

1. Teacher shares personal food preferences reflecting his/her own reasons for eating the foods he/she eats and discusses the reasons for the choices.
2. Students share their personal food preferences reflecting on the reasons for their choices.
3. Students use the resources to identify and understand the reasons for choosing foods people eat.
4. In their notebooks, students will record the reasons behind the choices people make about food (cultural, emotional, environmental, nutritional, religious, social).
5. Students choose who they wish to work with in small groups. Each group is given a pie-chart (wedges labeled - picture, photograph, recipe, food sample, cooking utensil). Within each group, each student will choose one of the wedges, as a means to prepare an explanation of his/her reason for choosing a food he/she eats, for the next class.
6. Each individual shares with his/her group his/her explanation of food choice. The group organizes an oral presentation of the group's pie and then presents orally to the class the reasons for their choices.
7. Students will be assigned to new small work groups. Each group will be assigned one reason why people choose the foods they do and will find pictures reflecting that particular reason to create a small poster. All posters will be assembled in order to create a bulletin board display, "Why People Eat the Foods They Eat".

## Assessment/Evaluation

- Formative assessment of oral presentation.
- Formative assessment of poster for knowledge/understanding of concepts and for communication through use of language, symbols and visuals by using a rubric.

## Resources

### Print

1. AMNI Centre. A Cultural Profile (for 20 different cultures e.g. India, Kenya, Ukraine). Faculty of Social Work, University of Toronto, 246 Bloor St. W., Room 100, Toronto, ON M5S 1A1, 416-946-3699.
2. Bentley, S. Religions of Our Neighbours: A Comprehensive, Non Academic Overview of Several Religious Traditions. Coquitlan, B.C., Bentley West Publishing, 1989.
3. Lee, Enid, Marshall, C. Kaleidoscope of Health: A Training Manual for Race and Ethnocultural Equity in the Ontario Health Care System. Ontario Hospital Association, Don Mills, Ontario, 1994.
4. Gibbs, J. Tribes: A New Way of Learning and Being Together. Centre Source Systems, 1995, ISBN: 0-932762-09-3.
5. Roots and Wings: Resource Units for Support of Caribbean Students New to Canada. The Metropolitan Toronto School Board, 1995.
6. Siebert, M. and Kerr, E. Food for Life. Toronto: McGraw-Hill Ryerson Limited, 1994.
7. Thomson, P. Teacher's Resource to Accompany Food for Life. Toronto: McGraw-Hill Ryerson Ltd., 1995.

### Video

8. Food: A Multi-cultural Feast. Learning Seed, catalogue #218.

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## Internet

Internet websites are constantly changing. The following list is just an example of sites that may provide useful background information about food choices.

9. <http://www.canadianliving.com> (Canadian Living Online)
10. <http://www.chatelaine.com> (Chatelaine Connects)
11. <http://www.inac.gc.ca> (Indian and Northern Affairs Canada)
12. <http://indy4.fdl.cc.mn.us/~isk/food/foodmenu.html> (Native American Indian Resources)
13. <http://222.schoolnet.ca/aboriginal/curril-e.html> (SchoolNet First Nations and Aboriginal Peoples' Home Page)
14. <http://222.hrpress-diveristy.com/fcalend.html> (Cultural Diversity/Multicultural Calendar Workplace Intercultural)
15. <http://www.eatethnic.com> (EatEthnic)

## Appendices

Appendix 1A: Rubric Template.

## Accommodations

- Prepare an outline to assist students with note taking.
- Allow a tape recorder or a written report as alternatives to an oral presentation.

## Appendix 1A: Rubric Template

### Rubric Template

**Name:**

Expectation: The student will	Level 1__ 2__ 3__ 4__
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Categories	50-59% Level 1	60-69% Level 2	70-79% Level 3	80-100% Level 4
Knowledge and Understanding	- indicators	- indicators	- indicators	- indicators
Thinking/ Inquiry	- indicators	- indicators	- indicators	- indicators
Communication	- indicators	- indicators	- indicators	- indicators
Application	- indicators	- indicators	- indicators	- indicators

**Mark**

**0 1 2 3 4 5                      6                      7                      8                      9                      10**

Note: Refer to “Achievement Chart - Grades 9-10 Social Science” for suggested wording of indicators.

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## Activity #2: Social Science Research Investigation

**Time: (minutes):** 120 minutes

### Description

Students will be introduced to social science research through an overview of the social sciences and then through an application of the research method with respect to food related issues.

### Strand(s) and Expectations

**Strand:** Social Science Skills

#### Overall Expectations

By the end of this course, students will:

- (SSV.01X) • use appropriate social science research methods in the investigation of food-related issues
- (SSV.02X) • effectively communicate the results of their inquiries

#### Specific Expectations

By the end of this course, students will:

- (SS1.02X) • identify the process involved in social science research investigation
- (SS3.01X) • demonstrate effective speaking and listening skills in a small group
- (SS3.02X) • demonstrate an ability to perform a variety of roles in small groups (e.g., chair, recorder)

### Planning Notes

- Refer to text used for the history course, Society, Challenge and Change, for background reading about social science research methods.
- Set up a bulletin board display with a variety of samples of social science research. The teacher will refer to this presentation throughout the course helping the students to understand how social science research is done.
- Prepare overheads and handouts.
- Refer to The Nutrition Action Health Letter as a good source of recent issues which could be used for examples of research topics.
- Decide how the chair, recorder and reporter will be chosen. The group activity allows the teacher to further determine how students interact with each other in preparation for assigning lab/kitchen groups later in the course.
- Add hypothesis statements to learning strategy #2 which would be examples of the ethno-cultural/religious backgrounds of the students.

### Prior Knowledge Required

- Students will be able to describe various roles within small groups.
- Some skills in oral presentations.

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## Teaching/Learning Strategies

1. Teacher presents the overview of social science inquiry model (Ref: People in Perspective) using overheads and the bulletin board samples. The students receive a copy for their notebooks. Students and teacher work through an example together.
2. Students are presented with a list of hypothesis statements about food on an overhead and asked to add to the list. Examples of hypothesis statements:
  - Athletes need a high carbohydrate diet for maximum performance.
  - Children should finish their first course before getting dessert.
  - Teenagers should drink lots of milk.
  - Men need large portions of meat every day to maintain their health.
  - Peanut butter is a good food for every child.
3. Students choose who they wish to work with in groups of 4-5. Each group chooses a different hypothesis from the list. Each group chooses a chair, recorder and reporter. The group decides which method of data collection would be most useful and identifies the reasons for their choice. The groups report orally to the class. Allow some discussion of the hypothesis but limit the time allowed, as topics will be dealt with later in the course. (Bain, p. 49)

## Assessment/Evaluation

- Formative assessment using a rubric to identify knowledge/understanding of social science research methods and communication of information and ideas

## Resources

### Print

1. Bain, C., Colyer, J., Newton, J., Hawes, R. Canadian Society A Changing Tapestry Teacher's Resource. Don Mills: Oxford University Press, 1995, p. 49.
2. Centre for Science in the Public Interest. Nutrition Action Healthletter. Toronto.
3. Chapman, C. If the Shoe Fits ... How To Develop Multiple Intelligences in the Classroom. Skylight Publishing Inc., 1993, ISBN 0-9232935-64-8.
4. Sproule, W. People in Perspective, (3rd. Ed.). Scarborough: Prentice Hall Inc., 1994.

## Accommodations

- In the group work, the leadership roles of chair, recorder and reporter may need to be adjusted or reassigned depending on the special needs of the student.
- An educational assistant or peer helper may need to provide assistance for writing skills.

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## Activity #3: Changing Food Patterns

**Time: (minutes):** 120 - 180 minutes

### Description

Through a survey of three generations of family members or other adults, students will gain an understanding of changes in eating patterns that occur throughout life

### Strand(s) and Expectations

**Strands:** Social Science Skills

#### Overall Expectations

By the end of this course, students will:

(SSV.02X) • effectively communicate the results of their inquiries

#### Specific Expectations

By the end of this course, students will:

(SS1.04X) • demonstrate data-collecting skills, including the use of questionnaires and interviews

### Planning Notes

Teacher should:

- enlist the help of staff members if students do not have older generations of family members to survey for the Intergenerational Questionnaire.
- review the questions which are suggested as a guideline. The students should be encouraged to think of additional questions to ask and get teacher approval of them.
- allow time (several days) at the end of this activity for students to collect data for the survey and to write conclusions.
- arrange for 2-3 seniors, of different cultural heritages, to speak to the class.

### Prior Knowledge Required

- Knowledge of reasons for personal food choices (from Activity #1)
- Students will use social science research skills. (from Activity #2)

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## Teaching/Learning Strategies

1. Students and teacher share family rules and expectations about mealtimes (where meals were eaten, at what times of day, table manners, etc.) Prepare a chart to compare those family expectations then to what happens now in their own families. Discuss how mealtime has changed in the family.
2. Invite 2-3 seniors from the community to share their memories of favourite foods, meal time experiences, family celebrations. Seniors should represent different cultural heritages.
3. Using social science research skills (interview process), students will conduct a survey of several generations of family members or other people. (Refer to Appendix 3A.) Students will analyse data and complete a report on the survey findings. This report will be filed in students' portfolios.
4. Students report their conclusions, orally, to the class.

## Assessment/Evaluation

- Formative assessment of comparison chart of mealtime habits and expectations (checked for completion)
- Summative evaluation of food chart
- Summative assessment of report on Intergenerational Questionnaire (communication of information)
- Portfolio (checked for inclusion of report)

## Resources

### Print

1. Siebert, M. and Kerr, E. Food for Life. McGraw-Hill Ryerson Limited, Toronto, 1994.
2. Visser, M. The Rituals of Dinner. Harper Collins, 1991, ISBN 0-00215699-7.
3. Wells, T. The New Internationalist Food Book. Second Story Press, 1993, ISBN 0-929005-68-6.

## Appendices

Appendix 3A: Intergenerational Questionnaire

## Accommodations

- Students could work with partners to conduct the intergenerational survey and prepare the report.

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## Appendix 3A: Intergenerational Questionnaire

### Intergenerational Questionnaire

A questionnaire is one tool that can be used to help a person to understand how food habits change from one generation to the next. For this survey, interview three people: one person should be from your grandparents' generation, one person from your parents' generation, and one person from your generation. These people do not have to be your own relatives but they should be about the same age as your relatives. If you have great-grandparents, you might want to interview them, as well.

#### **Conducting the Interviews**

1. Ask the people you wish to interview for permission to record their answers for use in your report.
2. Ask each person the same questions so that you can prepare your written report.
3. Give yourself enough time to conduct the interviews so that no one is rushed with their answers.
4. Write or tape the interviews so that you have clear answers.

#### **The Questionnaire**

You should pick out at least 5 questions to ask each person. Each person should be asked the same questions.

1. What foods did you and your family eat when you were a child that you don't eat as much of now?
2. Where did your family get most of its food? (e.g., supermarket, farmers' market, home garden, individual farmers, hunting, fishing, home delivery of milk and bread, etc.)
3. Who prepared the meals in the family? Who helped with meal preparation? How much time did the cook spend on meal preparation?
4. How often did the whole family eat together? Describe a typical mealtime when you were a teenager.
5. What major changes have occurred in food technology since you were a child? What kinds of kitchen gadgets or new foods have become available?
6. What foods did your family eat in order to cure illnesses or injury? What foods did your family avoid because they were believed to cause illness or injury?
7. What foods are you fond of because it reminds you of places, things, or people of the past? What foods or types of food did you particularly cherish when you were a child? What foods were considered "special" because it reminds you of places, things, people or cultural/religious celebrations of the past?
8. How often would your family not eat at home for a meal? To what kinds of places would your family go to eat?

Add your own questions here. These must be approved by the teacher.

#### **The Report**

After you have completed the three interviews, review the responses and write your conclusions about how food habits have changed over three generations.

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## Activity #4: Childhood Effects on Current Eating Patterns

**Time: (minutes):** 120 - 180 minutes

### Description

In a lab experience, students will prepare some familiar foods in ways that would be used to introduce the foods to toddlers, then altered to be served to other age groups. They will examine how food eating habits of early childhood affect nutritional well-being throughout life.

### Strand(s) and Expectations

**Strands:** Self and Others

#### Overall Expectations

By the end of this course, students will:

(SOV.02X) • identify the variety of reasons behind the choices people make about food

#### Specific Expectations

By the end of this course, students will:

(SO2.01X) • describe the effect of early childhood eating habits on current eating patterns and on nutritional well-being throughout life

### Planning Notes

- Teacher will need to purchase some common fruits and/or vegetables or other nutritious foods that can be prepared in different ways to meet the eating styles of toddlers.
- Teacher will need to be aware of students with food allergies.

### Prior Knowledge Required

- Knowledge of influences on individual food choices (from Activities #1 and #3)
- Some knowledge of toddlers' food preferences based on individual experiences with young children (younger siblings, baby-sitting)

### Teaching/Learning Strategies

1. Students and teacher share earliest memories or family stories of their experiences with food or share a memory of a birthday party or other celebration from the ethno-cultural/religious backgrounds of the students (own or someone else's).
2. In small groups, students brainstorm and list what types of foods are suitable for toddlers and identify the reasons for their suitability.

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3. As a class, students prepare a list of foods that could be prepared for toddlers in a lab experience. Then students will discuss ways that the same foods could be served to other age groups (child, teenager, adult, older persons). These foods will reflect the cultural heritage of students.
  4. Students will identify reasons for serving these foods to toddlers in order to establish good eating habits and nutritional well being throughout life.
  5. Teacher will review lab expectations concerning kitchen safety, personal cleanliness, and kitchen cleanup. Teacher will demonstrate the safe use of tools and utensils which will be used in preparing foods listed in strategy #3.
  6. Lab experience in small groups preparing a food suitable for a toddler and the same food in a way suitable for an older person.

### **Assessment/Evaluation**

- Formative assessment of lab experience of preparing food for toddlers (application of procedures and equipment; application of knowledge and understanding of concepts) using a rubric

### **Resources**

#### **Print**

1. Siebert, M. and Kerr, E. Food for Life. McGraw-Hill Ryerson Limited, Toronto, 1994.

### **Accommodations**

- An educational assistant may need to work with the student in the lab experience
- Appropriate choices of foods for students with food allergies

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## Activity #5: An Investigation of Current Food-Marketing Techniques

**Time: (minutes):** 240 minutes

### Description

Through discussion of personal experiences and observations of the media, students will explain how families, peers and media influence food choices and habits. Students will use the social science research method to investigate current food-marketing techniques. They will formulate a hypothesis and collect data to investigate a marketing technique. They will report their findings, in chart form, and analyse their results in a paragraph. In groups, students will create an advertisement (print, radio, and/or live) for a specific food.

### Strand(s) and Expectations

**Strands:** Self and Others; Personal and Social Responsibilities; Social Science Skills

#### Overall Expectations

By the end of this course, students will:

- (SOV.02X) • identify the reasons behind the choices people make about food
- (PRV.02X) • identify consumer responsibility in the investigation of current food issues
- (SSV.01X) • use appropriate social science research methods in the investigation of food-related issues

#### Specific Expectations

By the end of this course, students will:

- (SO2.03X) • explain how families, peers and the media influence an individual's food choices and habits
- (PR2.03X) • produce an investigation of current food-marketing techniques directed at different age groups
- (SS1.03X) • distinguish between key and supporting issues in formulating questions to be researched
- (SS1.05X) • use research derived from a variety of primary sources (e.g., interviews, observations, statistics, demographic research and original documents) and secondary sources (e.g., print materials, Internet articles CD-ROMs, and videos)
- (SS2.01X) • record information and key ideas from their research, and document the sources accurately in correct bibliographic form
- (SS2.02X) • organize, interpret, and communicate the results of their inquiries, using a variety of methods (e.g., graphs, diagrams, oral presentations, newspaper articles, hypermedia presentations and videos)

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## Planning Notes

Teacher should:

- collect a variety of food ads. If possible, some should be old and some recent or current, reflecting multicultural food choices (from media used by the ethno-cultural/religious groups represented in the class).
- know which reference style will be used in the school/department.
- prepare samples of reference styles appropriate to the media which will be used.
- develop a sample rubric for evaluating student-prepared advertisements.

## Prior Knowledge Required

- Students will know social science research skills (from Activity #2)
- Reasons for individual food choices (from Activities #1 & #3)

## Teaching/Learning Strategies

1. Individually, students will reflect on their experiences with food shared with peers and friends. (e.g., meal times at holidays, celebrations, dates, social occasions, camp, etc.)
2. Students collect a selection of 4-5 advertisements from various media for familiar foods. Students will discuss the ways these advertisements can influence food choices. Discussion questions can include:
  - What people, places, things, mood, does the ad associate with its product?
  - What words or images convey key messages?
  - Does the mood or message correspond to your own feelings?
  - Would ads from the past succeed today in convincing you to buy the product?
  - Is the advertisement directed at a particular age group or cultural group? Give evidence from the ad to support your claims.
3. By referring to videos, movies, television programs, books or magazines, students can list examples of the influences on their personal food choices and habits. Discussion questions can include:
  - In your favourite television show/movie, what kinds of food do people eat? What fast food places are featured? What cultural heritages are presented?
  - What kinds of food shows are on television?
  - In “lifestyle ads”, what food choices and habits are promoted?
4. Students will write a paragraph summarizing their observations in strategies #1, 2 and 3 for their portfolio.
5. Each student will be given a food ad and will brainstorm for techniques used to influence consumer food choices.
6. Students read Chapter 15, Food for Life and answer question, ‘Name and describe advertising techniques.’ As a class students will establish criteria and develop a chart for analyzing ads, which they will use to complete their data collection for the following assignment.
7. As a class, students will develop an hypothesis about a specific food and use the chart they have developed to analyse the ad. Teacher will discuss with class the difference between key and supporting issues when formulating the question.
8. Teacher will illustrate how to reference in correct bibliographic form and students will complete an exercise of samples.
9. Students will develop a hypothesis and then observe and collect data (using the chart) by viewing five different television or print media food advertisements. The ads will be the same type of food - beverages, cookies, convenience, pasta, etc. The students will write a paragraph summarizing their findings and reference with correct bibliographic form.
10. Students will choose their groups and develop an advertisement which could be for print, radio, and/or television for a specific food, e.g., pizza and/or for a specific group e.g., age group, cultural group. They will present it to the class. Students will evaluate each presentation using a rubric which they previously developed in class.

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## Assessment/Evaluation

- Summative assessment of observations from advertisements in paragraph format
- Formative evaluation of bibliography exercise
- Summative assessment using student's television food ad chart
- Summative assessment of group advertisement using class developed rubric. Students will evaluate classmates and teacher will evaluate students.
- Portfolio (checked for inclusion of paragraphs)

## Resources

### Print

1. Liebman, B., and Schardt, D. "Tricks of the Trade." Nutrition Action Healthletter. July/August, 1998, 25(6), p. 8-9.
2. Siebert, M. and Kerr, E. Food for Life. Toronto: McGraw-Hill Ryerson Limited, 1994.

### Television

3. The Food Channel

## Accommodations

- The teacher could work through one or two examples with the student applying the criteria in strategy #8.
- The assignment may have to be modified to include print ads or other media, if television is not appropriate.
- Students may need the help of an educational assistant or another student to structure and/or scribe paragraphs.
- Students may need to work with partners.

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## Activity #6: Investigating Career Opportunities

**Time: (minutes):** 300-420 minutes

### Description

This is an introduction to the course-long investigation of career opportunities related to foods. At the end of the course, students should have a greater awareness of careers/vocations in the area of foods.

### Strand(s) and Expectations

**Strands:** Social Science Skills

#### Overall Expectations

By the end of this course, students will:

(SSV.O2X) • effectively communicate the results of their inquiries

#### Specific Expectations

By the end of this course, students will:

(SS2.O3X) • illustrate career opportunities related to food and nutrition by creating a poster, newsletter, or brochure

### Planning Notes

- The teacher will need to be familiar with the Career Centre in the school and with one of the career search programs (e.g., Bridges, Choices, Career Explorer). The teacher might also want to be familiar with a word-processing program that allows students to create brochures. Enlist the assistance of a Business Studies or Computers teacher if necessary. The school's CATC (Computers Across the Curriculum) lab could also be used if the Career Centre has not been established in the school.
- The teacher might also want to enlist the assistance of guidance counsellors or community resources.
- Invite 4-5 people to speak to the class about their careers.

### Prior Knowledge Required

- Students should be familiar with computers.
- Students should be familiar with social science research skills from earlier activities.

### Teaching/Learning Strategies

1. Introduce the students to career software. (e.g., Bridges, Choices, Career Explorer)
2. Using the software or the student textbook, Food For Life, students brainstorm a list of food career opportunities. Each student will choose one of the careers to investigate.

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3. Using the research skills learned earlier in the unit, students should gather information about:
    - job description
    - educational requirements
    - schools or training centres
    - skills required
    - employment opportunities
    - starting salary and salary range
  4. Students will present the information in the form of a brochure, which could be produced on computer or by hand.
  5. Students will give a brief oral report about the career studied.
  6. All of the brochures could be assembled into a newsletter or file to be kept in the Careers Centre.
  7. Students may choose to include their career research in a portfolio for their Annual Education Plan (AEP).
  8. Students may plan to job-shadow one of these careers during the course.
  9. Invite 4-5 people in careers studied to speak to the class.

### **Assessment/Evaluation**

- Formative assessment of presentation of brochure (use rubric)
- Summative assessment of oral presentation of career investigation
- Formative assessment of application of technology (using software for investigation and preparation of brochure)
- Portfolio (check for inclusion of brochure)

### **Unit Evaluation:**

- Self-evaluation using an achievement level chart
- Summative assessment of unit (a test)
- Summative assessment of portfolio collection

### **Resources**

#### **Print**

1. Siebert, M. and Kerr, E. Food For Life. McGraw-Hill Ryerson Limited, Toronto, 1994.

#### **Internet**

2. Bridges Initiatives Inc. 7b-1404 Hunter Court, Kelowna, British Columbia, V1X 6E6 Phone: (604)862- 8722; fax (604) 862-8771; e-mail<<info@bridges.com>>
3. <http://careerexplorer.com> (Career Explorer)

### **Accommodations**

- The teacher will need to work with the Special Education teacher to ensure a computer with the accessibility extension is available for students with physical challenges.
- Arrangements could be made for students to have a mentor (working adult or older person) with career experiences related to the students' interests.
- Students may need an in-class peer buddy to assist with the gathering of information.
- Students may be given the opportunity to do oral presentations outside of class time to the teacher and/or a small group rather than to the whole class.
- Job shadow or interview someone in the student's chosen career.

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## Unit #3: Nutrition, Health and Well-Being

**Time:** 23 Hours

**Unit Developer(s):**

Janette Bent, Hamilton Wentworth District School Board  
Jennifer O'Hannesin, Waterloo Region District School Board  
Aline Smith Henderson, Toronto District School Board

**Development Date:** February, 1999

### Unit Description

In this unit students will develop an understanding of the relationship between food and their lives. Students will apply Canada's Food Guide to Healthy Eating/Native People's Food Guide in the planning and preparation of meals. Students will also identify health issues requiring dietary modification and develop a knowledge of nutrition and consumer skills essential to good health.

### Strand(s) & Expectations

**Strand(s):** Personal and Social Responsibilities; Social Science Skills

**Overall Expectations:** PRV.01X, 02X, SSV.01X

**Specific Expectations:** PR1.01X, 02X, 03X, 04X, 05X, 06X, PR2.04X, 05X, 06X, 09X, 10X, 12X, SS1.01X, 08X, 09X

### Activity Titles (Time and Sequence)

Activity 1	Nutrient Wise	220 - 270 min
Activity 2	Nutritional Meals	220 - 270 min
Activity 3	Personal Eating Habits	310 - 360 min
Activity 4	Diet, Lifestyle, Health Issues	180 - 200 min
Activity 5	Marketing and Advertising of Food	210 min
Activity 6	Food Additives	140 min
Activity 7	Foods and Nutrition Information Portfolio	70 min

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## Unit Planning Notes

The teacher:

- decides how nutrition, meal planning and consumer awareness will be incorporated into all of the following activities.
- collects a variety of food advertisements from different media.
- familiarizes her/himself with the software programs to be used and books the appropriate facilities.
- books appropriate audio-visual materials and equipment and prepares overheads and worksheets.
- discusses with the educational assistant and/or special education teachers the accommodations required to meet specific student's needs.

## Prior Knowledge Required

- A basic knowledge of food preparation and kitchen safety
- Knowledge of food lab procedures
- Co-operative learning group skills
- Social science research skills
- Basic oral and written communication skills
- Basic computer skills

## Teaching/Learning Strategies

- Teacher presentations on nutrition
- Research of food nutrients, breakfast consumption, dietary regimens
- Student analysis of food intake
- Planning, preparing and serving foods in food labs
- Analysis of food additives, food packaging, labelling and other food marketing strategies
- Analysis of sources of information on food and nutrition

## Assessment/Evaluation

Tool	Purpose	Evaluator	Activity
Observation	Formative	Teacher	All activities, ongoing throughout unit
Participation Rubric	Formative/Summative	Teacher/Student	All group activities All individual activity
Labs, Worksheets, Reports	Formative/Summative	Teacher	Activities as assigned
Research Rubric, Quiz	Summative	Teacher	Activity #1
Menu Rubric	Formative/Summative	Teacher/Student	Activity #2
Food Habit Survey	Diagnostic/Formative	Student/Teacher	Activity #3
Poster Rubric	Summative	Teacher/Student	Activity #4
Lab Rubric, Quiz	Formative/Summative	Teacher	Activity #5
Chart Rubric, Quiz	Summative	Teacher	Activity #6

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### Assessment/Evaluation (cont'd.)

Tool	Purpose	Evaluator	Activity
Portfolio Rubric	Summative	Teacher	Activity #7
Unit Test	Summative	Teacher	Activity #7

Diagnostic: assessing what has been learned

Formative: assessing how well the student is presently learning so that appropriate changes can be made

Summative: assessing how well the student has learned the material for the purpose of accountability

### Resources:

#### Print:

1. AMNI Centre. A Cultural Profile (for 20 different cultures e.g. India, Kenya, Ukraine). Faculty of Social Work, University of Toronto, 246 Bloor St. W., Room 100, Toronto, ON M5S 1A1, 416-946-3699.
2. "Breakfast Blast Off." Canadian Living. 25 Sheppard Ave., West, Suite 100, North York, ON, M2N 6S7
3. Canadian Cancer Society. 200-10 Alcorn Avenue, Toronto, ON M4V 3B1.
4. Canadian Diabetes Association. 15 Toronto Street, Toronto, ON M5C 2E3.
5. Canadian Living. Telemedia Communications Inc., 25 Sheppard Avenue, West, Suite 100, North York, ON, M2N 6S7.
6. Canada's Food Guide to Healthy Eating. Health Canada, 1992.
7. Clarke, J. et al. Co-operative Small Group Learning: Together We Learn. Glencoe Publishers, 1990, ISBN 0-13-924556-1.
8. "The Eating Edge." Dairy Farmers of Ontario, 6780 Campobello Road, Mississauga, ON, L8N 2L8.
9. Health Canada booklets on Nutritional Value of Foods.
10. Heart Smart information from Heart and Stroke Foundation.
11. Heart and Stroke Foundation of Ontario. 1920 Yonge Street, Toronto, ON, M4S 3E2.
12. Lee, Enid, C. Marshall. Kaleidoscope of Health: A Training Manual for Race and Ethnocultural Equity in the Ontario Health Care System. 1994.
13. National Institute of Nutrition. 9-115 Torbay Road, Markham, ON, L3R 2M9.
14. Osteoporosis Society of Canada. 33 Laird Drive, Toronto, ON, M4G 3S9.
15. "Secret Life of a Supermarket." Chatelaine, July 1995.
16. Sievert, M., and Kerr, E. Food For Life. Toronto: McGraw-Hill Ryerson Limited, 1994.
17. Unicef. The State of the World's Children. Oxford University Press, 1998.
18. "What's On The Menu." Dairy Farmers of Canada, [www.DairyFarmers.org](http://www.DairyFarmers.org).

#### Computer Software/Information Technology:

19. <http://publications.pwgsc.gc.com> (Canadian Government Publishing, Health Section)
20. [www.canadianliving.com](http://www.canadianliving.com) (Canadian Living Online)
21. [www.cspinet.org/additives](http://www.cspinet.org/additives) (Centre for Science in the Public Interest)
22. [www.chatelaine.com](http://www.chatelaine.com) (Chatelaine Connections)
23. [www.dairybureau.org](http://www.dairybureau.org) (Dairy Bureau of Canada)
24. [www.DairyFarmers.org](http://www.DairyFarmers.org) (Dairy Farmers of Canada)
25. [www.milk.org](http://www.milk.org) (Dairy Farmers of Ontario)
26. [www.dietitians.ca/eatwell](http://www.dietitians.ca/eatwell) (Dietitians of Canada)

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27. <http://www.foodfocus.com/foodfocus> Food Focus Nutrition Analysis Software, 721 South Drive, Winnipeg, MB, R3T 0C2, 204-453-6060.
  28. Food Smart Version 3.OR2, 1998. Sasquatch Software Corporation, 1-888-828-9691.
  29. <http://www.ag.unic.edu/~ffh/ffh.html> (Functional Foods for Health Program)
  30. <http://www.kraftcanada.com> (Kraft Foods Kitchen)
  31. <http://www.foodchannel.com> (Internet Food Channel)
  32. [www.nin.ca](http://www.nin.ca) (National Institute of Nutrition)
  33. <http://www.synapseproject.com/synapse/products/labellingguide.asp> (Nutrition Labelling and Information Act - Centre for Food Safety and Applied Nutrition)
  34. Nutritional Value of Foods. software
  35. <http://www.usask.ca/nutpharm/one/links/htm> (Nutrition on Line)

**Videotape:**

36. The Best Breakfast. Learning Seed, 1988.
37. Food Additives. Classroom Video, 1997.
38. Supermarket Persuasion. Learning Seed, 1991.

**Television:**

39. Food Network
40. TVO

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## Activity #1: Nutrient Wise

**Time: (minutes):** 220 - 270 minutes

### Description

Students will gain knowledge and an understanding of the nutrients in food and their importance in maintaining good health. How the body works and the nutrients that keep it functioning will be the main focus as students apply this knowledge to life today. Students will research the nutrients found in various foods, and apply that information in the development of a profile of how good nutritional habits affect our general health and well-being.

### Strand(s) and Expectations

**Strands:** Personal and Social Responsibilities; Social Science Skills

#### Overall Expectations

By the end of this course, students will:

- (PRV.01X) • analyse the responsibilities involved in maintaining nutritional health and well-being
- (SSV.01X) • demonstrate appropriate use of social science research methods in the investigation of food related issues

#### Specific Expectations

By the end of this course, students will:

- (PR1.01X) • identify nutrients, and their sources, required for maintaining good health at different stages of the life cycle
- (SS1.01X) • correctly use food and nutrition terminology (e.g., “nutrients”, “food security”, “vegetarian”, “food additives”)

### Planning Notes

- Access to computer software for determining nutritional value of foods
- Reserve library time for research
- Teachers prepare folders on each nutritional health problem

### Prior Knowledge Required

- Some familiarity with Canada’s Food Guide to Healthy Eating
- Computer and Internet use
- Social science research skills

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## Teaching/Learning Strategies

1. The teacher will present a definition of nutrients. Through brainstorming, the six groups of nutrients will be determined. The teacher will then briefly explain the function of these groups of nutrients in the body. The teacher will present examples of nutrients found within these groups: protein, complete and incomplete proteins; vitamins (A, C, D, K, B Complex (thiamine, niacin and riboflavin), B12 (folic acid)); fat (saturated and unsaturated); carbohydrates (sugars, starch, and fibre); water. With teacher led class participation, create a chart of Canada's Food Guide to Healthy Eating as food sources of the various nutrients.
2. Students will, through jigsaw strategy, examine and discuss health problems (i.e. osteoporosis, anaemia, heart disease, cancer, diabetes, obesity, hypertension, scurvy, night blindness, rickets, etc.) related to diet and stage in the life cycle. They will identify the nutrient responsible, food sources where it is found, and stage of life cycle where most prevalent.
3. Students will complete a research paper, using word processing wherever possible, on a nutrient, determining the following: the effects of this nutrient imbalance, food sources of nutrient, status of nutrient in today's diet, and requirements throughout the life cycle.
4. Students will present their research report orally to the class (10 minutes)

## Assessment/Evaluation

- Teacher formative assessment of nutrient research paper and presentation (scoresheet)
- Peer formative assessment of presentation (scoresheet)

## Resources

### Print

1. Clarke, J. et al. Co-operative Small Group Learning: Together We Learn. Glencoe Publishers, 1990, ISBN 0-13-924556-1.
2. Health Canada Booklets on Nutritional Value of Foods.
3. Heart Smart information from Heart and Stroke Foundation.
4. Siebert, M. and Kerr, E. Food for Life. Toronto: McGraw-Hill Ryerson Limited, 1994.
5. Unicef. The State of the World's Children. Oxford University Press, 1998.

### Computer Software/Internet

6. Nutritional Value of Foods, software.
7. <http://www.usask.ca/nutpharm/one/links/htm> (Nutrition on Line)

## Appendices

Appendix 1A: Score Sheet for Assessing Nutrient Research

## Accommodations

- Students may require assistance in applying social science research methods
- Additional time for completion

## Appendix 1A: Score Sheet for Assessing Nutrient Research and Presentation

**Nutrient Research Rating Scheme:** Level 4 ..... 5 marks  
 Level 3 ..... 4 marks  
 Level 2 ..... 3 marks  
 Level 1 ..... 1-2 marks

Assessment Criteria	Student Mark
1. Introduction: Identifies nutrient being researched, clarifies intent of research	
2. Deficiency symptoms clearly explained, treatment and success of treatment	
3. Prevention of nutrient related illness: food sources of nutrient	
4. Presence of nutritional illness today examined, answering where and why it exists	
5. Conclusion: Ties findings together, making final assessment statement	
6. Presentation to class: Shows knowledge and understanding of nutrient and its related effect on one's health.	
7. Conclusion: Presents statement to strengthen awareness and importance of prevention of nutritional disorder today.	
8. General Presentation of Report: Report shows use of computer and technological research, cover page, correct format, free of grammar and spelling errors	
<b>Report Mark:</b>	<b>/40</b>

Teacher Remarks:
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## Activity #2: Nutritional Meals

**Time: (minutes):** 250 - 300 minutes

### Description

Through the examination/study of Canada's Food Guide to Healthy Eating, the students will gain knowledge and understanding of the importance of planning meals. They will study how planning meals provides adequate nutrition, meets the special needs of each family member, controls the money spent on food, saves time and effort while shopping, planning, and cooking, and provides interesting and appealing meals. Using this information, students will plan and evaluate a three day menu for their family. Students will then apply this knowledge by planning, shopping, preparing, and serving a meal.

### Strand(s) and Expectations

**Strands:** Personal and Social Responsibilities

#### Overall Expectations

By the end of this course, students will:

(PRV.01X) • analyse the responsibilities involved in maintaining nutritional health and well-being

#### Specific Expectations

By the end of this course, students will:

(PR1.02X) • explain the purpose of food guidelines (e.g., Canada's Food Guide, Native People's Food Guides, health associations' food guides)

(PR1.06X) • use appropriate food guides or other materials to plan nutritionally adequate meals in a group setting

### Planning Notes

- Provide copies of Canada's Food Guide to Healthy Eating for each student
- Provide copies of menu planning sheets and evaluations
- Teacher organized lab/kitchen groups
- Provide flyers from local grocery stores
- Teacher develop a chart/table for students to record and analyze their food intake

### Prior Knowledge Required

- Some knowledge of Canada's Food Guide to Healthy Eating, basic food preparation techniques, kitchen safety and cleanliness procedures (Unit #2)

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## Teaching/Learning Strategies

1. Students list foods they ate yesterday. This day's record will also be used in Activity #3. Teacher distributes and reviews copies of Canada's Food Guide to Healthy Eating to students. Students compare their eating habits of the previous day with the food guide recommendations to identify multicultural interpretations of the food guide.
2. Students brainstorm on how Canada's Food Guide to Healthy Eating reflects the multi cultural aspect of the Canadian food basket.
3. Teacher leads an examination of good reasons for planning meals and snacks using the food guide.
4. Teacher demonstrates the process of menu planning by food group.
5. Students plan on computer a three day nutritional menu following Canada's Food Guide and reflecting their cultural heritage.
6. Students plan on computer, prepare and serve a meal for their lab group, identifying special needs, talents, cultural factors, time, cost, and fulfilling the recommendations of the food guide. Students create a grocery list using flyers.

## Assessment/Evaluation

- Student formative assessment of a three day menu plan using Appendix 2A: Scoresheet for Assessing Menu Planning
- Teacher formative assessment of meal activity using Appendix 2B: Scoresheet for Assessing Meal Planning and Preparation

## Resources

### Print

1. AMNI Centre. A Cultural Profile (for 20 different cultures e.g. India, Kenya, Ukraine). Faculty of Social Work, University of Toronto, 246 Bloor St. W., Room 100, Toronto, ON M5S 1A1, 416-946-3699.
2. Canada's Food Guide to Healthy Eating. Health Canada, 1992.
3. Lee, Enid, C. Marshall. Kaleidoscope of Health: A Training Manual for Race and Ethnocultural Equity in the Ontario Health Care System. 1994.
4. Siebert, M. and Kerr, E. Food for Life. McGraw-Hill Ryerson Limited, 1994.
5. "What's On the Menu." Dairy Farmers of Canada, [www.DairyFarmers.org](http://www.DairyFarmers.org)

### Computer Software

6. Food Smart, Version 3.0R2, 1998. Sasquatch Software Corporation, 1-888-828-9691.

## Appendices

Appendix 2A: Score Sheet for Assessing Menu Planning

Appendix 2B: Score Sheet for Assessing Meal Planning and Preparation

## Accommodations

- Students work with a partner who will assist in comparing foods eaten with Canada's Food Guide
- An educational assistant may be needed to assist students who are physically challenged.

## Appendix 2A: Score Sheet for Assessing Menu Planning

<b>Healthy Menu Plan Rating Scheme:</b>	Level 4 .....	5 marks
	Level 3 .....	4 marks
	Level 2 .....	3 marks
	Level 1 .....	1-2 marks

Assessment Criteria	Student Mark
1. Listed special family needs, e.g., age, gender, health, activity, size, likes, dislikes, lifestyle	
2. Meals consider needs of all family members	
3. Breakfast Plans: Include at least three food groups (Milk, Grain, Fruit & vegetables), show wise choices within these food groups	
4. Lunch Plan: Includes all four food groups, suited to the family lifestyle, appetizing	
5. Dinner: Includes all four food groups, used recommended criteria for combining foods, suited to family lifestyle	
6. Snacks: Light, nutritious, suited to time and place	
7. Student Evaluation Chart completed.	
8. Student evaluation of menu, identifying areas of concern and making recommendations	
<b>Assessment Mark:</b>	<b>/35</b>

Teacher Remarks:
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## Appendix 2B: Score Sheet for Assessing Meal Planning and Preparation

<b>Meal Planning &amp; Preparation Rating Scheme:</b> Level 4 .....	5 marks
Level 3 .....	4 marks
Level 2 .....	3 marks
Level 1 .....	1-2 marks

Assessment Criteria	Student Mark
1. Met recommendations of Food Guide, included foods from all four food groups in adequate amounts	
2. Fulfilled needs of all students in group, including health concerns, religion, culture, likes and dislikes, food preparation talents	
3. Preparation: Used correct food handling techniques, followed recipe and plan	
4. Serving: Meal was served on time and at the correct temperature. Food was presented in an appealing manner	
5. Etiquette: Table was correctly set for the meal served, group was friendly and showed consideration and respect for each other, good table manners were applied	
6. Meal Completion: Students finished their meal together and all participated in cleaning the dishes and kitchen area before the end of class	
<b>Assessment Mark:</b>	<b>/30</b>

Teacher Remarks:
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## Activity #3: Personal Eating Habits

**Time: (minutes):** 250 - 270 minutes

### Description

Students will develop an understanding of the relationship between food and their individual lives. Using Canada's Food Guide to Healthy Eating, students will evaluate their food intake, indicate necessary changes and outline a plan for improvement. Initially the effects of food habits on physical, emotional and psychological well-being will be examined, after which foods that are important to them will be prepared. Students will examine their breakfast-eating habits and investigate the importance of this meal to their school performance. To encourage improved habits, quick and easy breakfasts will be prepared.

### Strand(s) and Expectations

**Strands:** Personal and Social Responsibilities

#### Overall Expectations

By the end of this course, students will:

(PRV.01X) • analyse the responsibilities involved in maintaining nutritional health and well-being

#### Specific Expectations

By the end of this course, students will:

(PR1.03X) • analyse the relationship between eating breakfast, and school performance and attitudes

(PR1.04X) • describe the effect of food habits on physical, emotional, and psychological well-being

(PR1.05X) • evaluate personal eating habits

### Planning Notes

- Computer software related to food choices could be used, e.g., Food Focus
- Start students on this activity at least four to five classes in advance to record their food intake.
- Provide charts/tables etc. for students to record and analyse their food intake.
- Students may need help to break down combination foods, and foods from various cultures, into food groups.
- Have a selection of quick-to-prepare breakfast ideas on hand.
- Prepare breakfast survey.
- Have food pictures/models available, such as those from "The Eating Edge", Dairy Farmers of Ontario.
- Teacher should review safe use of food lab technology that will be used prior to food lab.

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## Prior Knowledge Required

- Students should be familiar with computers
- Nutrients, their functions and sources (Activity #1)
- Canada's Food Guide to Healthy Eating (Activity #1)
- Safe and appropriate use of basic kitchen equipment (in Unit #2)
- Lab organization and planning (in Unit #2)

## Teaching/Learning Strategies

1. Students keep a record of all food and beverages they have consumed for at least three days. The one day from Activity #2 can be used. The teacher should stress that recording for more, rather than fewer, days will provide a more useful evaluation of their eating habits.
2. Students analyse their records to determine the following:
  - For each day, how many servings from each food group did you have?
  - Which food groups and number of servings are missing?
  - Why are they needed?
  - Which food groups and foods should you try to increase?
3. Teacher reviews with students that satisfying physical, emotional, psychological, social and ethno/cultural needs are reasons for eating.
4. Students examine breakfast-eating habits by completing a Breakfast Survey and data for the class is collected. Students analyse the results by computer and suggest reasons why people do not eat breakfast and how this could be changed.
5. Students brainstorm 'characteristics of a healthy teenager'. Teacher conducts a question/answer session and helps students make notes explaining how breakfast can affect school performance and attitudes.
6. Students view video, examine posters/pictures and in kitchen groups, identify criteria for a 'good' breakfast. Criteria include nutritional value, time to prepare and eat, cost, food likes, etc.
7. In kitchen groups, students use food pictures provided by teachers and/or found in magazines to prepare a visual presentation of a 'good' breakfast, incorporating criteria identified in strategy #6. Students justify their choice in terms of these criteria.
8. Students plan, prepare and serve a quick breakfast that is also nutritious and aesthetically satisfying.

## Assessment/Evaluation

- Diagnostic assessment of food intake (completion only)
- Lab formative assessment Appendix 3A - Food Lab Rubric
- Summative assessment of Breakfast Survey

## Resources

### Print

1. "Breakfast Blast Off". Canadian Living. Telemedia Publishing Inc. 50 Holly Street, Toronto, ON, M6S 3B3.
2. Canada's Food Guide to Healthy Eating. Health and Welfare Canada, 1992.

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**Print (cont'd.)**

3. Siebert, Myrtle, and Evelyn Kerr. Food For Life. Toronto: McGraw-Hill Ryerson Limited, 1994.
4. "The Eating Edge." Dairy Farmers of Ontario, 1992.

**Videotape**

5. The Best Breakfast. Learning Seed, 1988.

**Software**

6. Food Focus. 721 South Drive, Winnipeg, MB, R3T 0C2, Telephone: (204) 453-6060.

**Appendices**

Appendix 3A: Food Lab Rubric

**Accommodations**

- Provide notes for students, where appropriate
- Prepare an outline to assist students with note-taking
- Educational Assistant to help during the lab
- A table (lower than kitchen counter height) should be available for lab work
- Use "close captioned" video if possible, for hearing-impaired students
- Students could job shadow a dietitian
- Pair students with low level computer skills with those of who have higher level computer skills

## Appendix 3A: Food Lab Rubric

Criteria	Level 1 6-7	Level 2 8	Level 3 9	Level 4 10
<i>Planning</i>	<ul style="list-style-type: none"> <li>• did not always use recipe</li> <li>• assignment of tasks incomplete</li> <li>• work schedule incomplete</li> <li>• had difficulty with equipment or ingredient collection</li> </ul>	<ul style="list-style-type: none"> <li>• read and intermittently followed recipe during preparation</li> <li>• tasks not assigned evenly</li> <li>• collected some of the equipment/ingredients</li> </ul>	<ul style="list-style-type: none"> <li>• followed recipe during preparation</li> <li>• collected most of the equipment/ingredients</li> </ul>	<ul style="list-style-type: none"> <li>• read and clearly followed recipe directions before beginning</li> <li>• assigned tasks equitably</li> <li>• collected all equipment/ ingredients before beginning</li> </ul>
<i>Preparation</i>	<ul style="list-style-type: none"> <li>• techniques or measure ingredients correctly</li> <li>• used incorrect utensils/ appliances</li> <li>• table not set according to expectations</li> <li>• did not wash hands or wear apron</li> </ul>	<ul style="list-style-type: none"> <li>• measured ingredients correctly</li> <li>• generally used correct appliances/utensils</li> <li>• some lapses in following safety/ sanitation rules</li> </ul>	<ul style="list-style-type: none"> <li>• used proper techniques and equipment for measuring in most cases</li> <li>• used correct appliances/utensils most of the time</li> <li>• followed most safety/sanitation procedures</li> </ul>	<ul style="list-style-type: none"> <li>• used correct measuring techniques</li> <li>• correct use of appliances/utensils</li> <li>• set table neatly and appropriately</li> <li>• followed sanitation procedures</li> </ul>
<i>Product</i>	<ul style="list-style-type: none"> <li>• may be over/undercooked</li> <li>• unappetizing appearance (colour/uneven shape/size)</li> </ul>	<ul style="list-style-type: none"> <li>• cooked properly</li> <li>• good appearance but may be irregular in colour, shape or size</li> </ul>	<ul style="list-style-type: none"> <li>• cooked properly most of the time</li> <li>• appetizing appearance with some irregularities in colour, shape or size</li> </ul>	<ul style="list-style-type: none"> <li>• cooked to perfection</li> <li>• appetizing appearance (colour/shape/size)</li> <li>• everyone wants to try your dish</li> </ul>
<i>Clean up</i>	<ul style="list-style-type: none"> <li>• unsure of responsibilities</li> <li>• utensils/appliances, work areas/tables not effectively cleaned</li> <li>• floor not well swept</li> </ul>	<ul style="list-style-type: none"> <li>• needed to be reminded of responsibilities/ kept on task</li> <li>• cleaned some work areas/equipment/ tables</li> <li>• floor swept in places</li> </ul>	<ul style="list-style-type: none"> <li>• kept on task</li> <li>• cleaned most work areas/equipment/ tables</li> <li>• floor swept</li> </ul>	<ul style="list-style-type: none"> <li>• knew cleanup duties and responsibilities</li> <li>• cleaned up work areas, equipment and eating areas</li> <li>• floor thoroughly swept</li> </ul>
<i>Group Skills</i>	<ul style="list-style-type: none"> <li>• frequently off task</li> <li>• difficulty working with other members in the group</li> <li>• did not participate well</li> <li>• lacked good organization</li> <li>• noisy and disorganized</li> </ul>	<ul style="list-style-type: none"> <li>• occasionally off task</li> <li>• worked with others to complete the lab</li> <li>• quite noisy interaction</li> </ul>	<ul style="list-style-type: none"> <li>• worked well with others to complete the lab</li> <li>• helped other group members when asked</li> <li>• worked quietly and efficiently most of the time</li> </ul>	<ul style="list-style-type: none"> <li>• worked collaboratively</li> <li>• stayed on task</li> <li>• pitched in to help others when needed</li> <li>• worked quietly and efficiently</li> </ul>

Score: 1 2 3 4 5

6

7

8

9

10

One thing we did well:

One way we can improve:

Student mark:

Teacher mark and comment:

---

## Activity #4: Diet, Lifestyle and Health Issues

**Time: (minutes):** 240 - 250 minutes

### Description

Through the study of various dietary regimens, students will learn to identify health issues which require dietary modifications. Some examples are anemia, heart disease, obesity, diabetes, anorexia, bulimia, osteoporosis, cancer, food allergies and intolerance's. Students will also investigate lifestyle choices such as vegetarianism. (It should be noted that the topics 'anorexia' and 'bulimia' will be examined in Unit #4: Body Image.)

### Strand(s) and Expectations

**Strands:** Personal and Social Responsibilities

#### Overall Expectations

By the end of this course, students will:

- (PRV.01X) • analyse the responsibilities involved in maintaining nutritional health and well-being
- (PRV.02X) • identify consumer responsibility in the investigation of current food issues

#### Specific Expectations

By the end of this course, students will:

- (PR2.12X) • identify different types of dietary regimens, and the reasons behind these dietary choices

### Planning Notes

- Enlist the help of the school librarian for print and Internet sources.
- Reserve the library time for research.
- Enlist the help of the public health nurse.
- Develop a class file of recent newspaper and magazine articles, pamphlets etc.
- With enough lead time, students may be able to contribute to the class file.
- It may be helpful to point out to students that, while a number of these issues tend to affect adults rather than young people, our lifetime eating habits influence our health later in life.
- Collect appropriate recipes for the lab and encourage students to do so.

### Prior Knowledge Required

- Safe and appropriate use of basic kitchen equipment
- Nutrients, their functions and sources
- Lab organization and planning
- Students should be familiar with computers

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## Teaching/Learning Strategies

1. Teacher introduces the concept that some people must follow certain dietary regimens to allow them to cope with health problems, while others choose, for a variety of reasons, to restrict the foods they will eat.
2. In groups, students review from Activity #1 diet-related health problems/issues.
3. Each group will select a different topic and conduct research using the Internet to learn how to identify these dietary regimens and why a person must, or chooses to, follow them.
4. Students will create a poster presenting their research and share it orally with the class.
5. Lab - in their groups, students will prepare a recipe appropriate for the health issue researched.

## Assessment/Evaluation

- Teacher and/or student poster formative assessment (rubric)
- Teacher formative assessment of oral presentation
- Students evaluate the flavour, appearance, and nutrient content of their recipe
- Teacher/student formative assessment of food lab (Appendix 3A)

## Resources

### Print

1. Canadian Cancer Society. 200 – 10 Alcorn Avenue, Toronto, ON, M4V 3B1.
2. Canadian Diabetes Association. 15 Toronto Street, Toronto, ON, M5C 2E3.
3. Canadian Living. Telemedia Communications Inc., 25 Sheppard Avenue West., Suite 100, North York, ON, M2N 6S7.
4. Chatelaine. Maclean-Hunter Bldg, 777 Bay Street, Toronto, ON, M5W 1A7.
5. Dairy Farmers of Ontario. 6780 Campobello Road, Mississauga, ON, L5N 2L8.
6. Heart and Stroke Foundation of Ontario. 1920 Yonge Street, Toronto, ON, M4S 3E2.
7. National Institute of Nutrition. 9-115 Torbay Road, Markham, ON, L3R 2M9.
8. Siebert, Myrtle, and Evelyn Kerr. Food For Life. Toronto: McGraw-Hill Ryerson Limited, 1994.
9. Osteoporosis Society of Canada. 33 Laird Dr., Toronto, ON, M4G 3S9.

### Information Technology

10. <http://publications.pwgsc.gc.ca> (Canadian Government Publishing, Health Section)
11. [www.canadianliving.com](http://www.canadianliving.com) (Canadian Living Online)
12. [www.chatelaine.com](http://www.chatelaine.com) (Chatelaine Connects)
13. [www.dairybureau.org](http://www.dairybureau.org) (Dairy Bureau of Canada)
14. [www.DairyFarmers.org](http://www.DairyFarmers.org) (Dairy Farmers of Canada)
15. [www.milk.org](http://www.milk.org) (Dairy Farmers of Ontario)
16. [www.dietitians.ca/eatwell](http://www.dietitians.ca/eatwell) (Dietitians of Canada)
17. [www.nin.ca](http://www.nin.ca) (National Institute of Nutrition)

## Accommodations

- Prepare an outline to assist students with collection of information.
- Develop student partnerships to assist with creation and presentation of the poster.
- Presentation of poster may have to be modified to include the use of a tape recorder.
- Provide a table for lab work, when kitchen counters are unsuitable.
- Pair students with low level computer skills with those who have higher level computer skills.
- Job shadow a dietitian or health care worker.
- Mentoring by an older person in local community re: healthy dietary regimen.

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## Activity #5: Marketing and Advertising of Food

**Time: (minutes):** 210 minutes

### Description

Through the examination of food packages, flyers, printed and media information students will establish the ways advertising and marketing impact their food choices. Using this knowledge they will make sounder food choices, become aware of packaging materials and supermarket strategies, and improve foods preparation accordingly.

### Strand(s) and Expectations

**Strands:** Personal and Social Responsibilities

#### Overall Expectations

By the end of this course, students will:

- (PRV.01X) • analyse the responsibilities involved in maintaining nutritional health and well-being
- (PRV.02X) • identify consumer responsibility in the investigation of current food issues

#### Specific Expectations

By the end of this course, students will:

- (PR2.05X) • describe the influence of marketing and advertising on personal food choices
- (PR2.09X) • examine the relationship between consumer awareness and food marketing.

### Planning Notes

- Purchase grocery items
- Samples of packaging; glass, plastic, cardboard, tetra packs, etc.
- Have students bring in store flyers that are delivered to their homes or are in newspapers/stores
- Have students bring in labels from foods they have at home
- Organize for a guest speaker

### Prior Knowledge Required

- Food preparation techniques, recognition of food brand symbols and some knowledge of food packaging containers and reasons for packaging food

### Teaching/Learning Strategies

1. Teacher collects food brand symbols/trademarks and presents a pre-test to the class. Students will try to match the symbol with the product. (e.g., Tim Hortons, Second Cup, Crisco)

- 
2. Teacher leads examination about food packaging. Indicate types of food packaging and bring in samples to show. Make reference to the impact on the environment. (e.g., Reduce, Reuse, Recycle)
  3. Students compare and contrast the packaging, appearance, prices and taste of different brands of a popular snack food. (potato chips)
  4. Brainstorm ways in which grocery stores advertise their products and get consumers to shop at their stores.
  5. Students view video on supermarkets or read article “Secret Life of a Supermarket” and create a list of tips or techniques used for retail food marketing.
  6. Students prepare a convenience food and a traditional recipe of the same type of food in a lab. Each group evaluates the foods focusing on the cost, packaging, preparation techniques, appearance and taste. Suggested foods: macaroni and cheese, puddings, pastas, etc. Findings are shared with other groups.
  7. Brainstorm hints for successful grocery shopping, and create a list of shopping strategies. Have a guest speaker help relay information. (e.g., grocery store manager)
  8. Using food labels students will complete the worksheet titled Reading Labels. (Appendix 5A) Label requirements and UPC will be addressed.
  9. Students will read an article or search the Internet on current food trends to examine changes in the food market to meet consumer needs.
  10. Students, in kitchen groups, produce a diagram or poster to illustrate the cause and effect relationship between food marketing/consumer awareness and personal food choices.

### **Assessment/Evaluation**

- Teacher formative assessment/student self-assessment of lab activity (Appendix 3A: Food Lab Rubric)
- Summative quiz
- Present findings of comparison of convenience and traditional foods to the class

### **Resources**

1. Community Grocery Stores

### **Videotape**

2. Supermarket Persuasion. Learning Seed, 1991.

### **Print**

3. Article: “Smart Carts.” Canadian Living, July 1996.
4. Article: “Secret Life of a Supermarket.” Chatelaine, July 1995.

### **Appendices**

Appendix 6A: Reading Labels: Consumer Beware

### **Accommodations**

- Choice of oral or written presentations
- Peer tutors with seatwork or in labs
- Work in groups/partners
- Provide written text sheets to accompany overheads

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## Appendix 5A: Reading Labels: Consumer Beware

### Reading Labels: Consumer Beware

1. What is the product? \_\_\_\_\_
2. What is the brand name? \_\_\_\_\_
3. Where it is made? \_\_\_\_\_
4. Ingredients are listed from the most to the least.  
List the 3 major ingredients: \_\_\_\_\_  
List the 2 minor ingredients: \_\_\_\_\_
5. List the number on the UPC label: \_\_\_\_\_
6. How much of the product is present? \_\_\_\_\_
7. What is the *best before* date? \_\_\_\_\_
8. What instructions are given? \_\_\_\_\_
9. What other information is given? \_\_\_\_\_  
\_\_\_\_\_
10. What 2 pieces of information would you like to see on the label? \_\_\_\_\_  
\_\_\_\_\_
11. Why is it valuable to know the ingredients in a product? \_\_\_\_\_  
\_\_\_\_\_

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## Activity #6: Food Additives

**Time: (minutes):** 140 minutes

### Description

Through the investigation of food labels and printed material, the students will gain knowledge and an understanding of food additives. They will study the reason why additives are used; the types of additives used and their functions. They will recognize additives listed on labels.

### Strand(s) and Expectations

**Strands:** Personal and Social Responsibilities

#### Overall Expectations

By the end of this course, students will:

- (PRV.01X) • analyse the responsibilities involved in maintaining nutritional health and well-being
- (PRV.02X) • identify consumer responsibility in the investigation of current food issues

#### Specific Expectations

By the end of this course, students will:

- (PR2.10X) • use a variety of print or electronic reference tools and telecommunications tools to build a knowledge base on the use and function of food additives

### Planning Notes

- Purchase groceries for taste test
- Collect a variety of food labels or have students bring in labels from foods they have at home.

### Prior Knowledge Required

- Social science research skills
- Computer skills

### Teaching/Learning Strategies

1. Do a taste test with volunteers from the class on natural vs. artificial beverages. Serve lemonade samples – one sweetened with sugar, the other with artificial sweetener. Describe the difference. Teacher explains the function of artificial sweeteners.
2. Teacher leads a discussion on food additives. Students read and record answers from text on types of food additives, their functions and reasons for adding them.
3. Students create a comparison chart or spreadsheet using information from 10 foods or food labels containing additives available in the classroom.

Food	Food Additive	Function
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## Assessment/Evaluation

- Formative assessment of food additive comparison chart for completion only
- Summative quiz on food additives and their function

## Resources

### Print

1. Health Canada.
2. Siebert, M. and Ker, E. Food for Life. Toronto: McGraw-Hill Ryerson Limited, 1994.

### Videotape

3. Food Additives. Classroom Video, 1997.

### Computer Software

4. [www.cspinet.org/additives](http://www.cspinet.org/additives) (Center for Science in the Public Interest)
5. <http://www.snapseproject.com/synaps/products/labellingguide.asp> (Nutrition Labelling and Information Act - Center for Food Safety and Applied Nutrition)

## Accommodations

- Work in pairs
- Read together as a class with volunteers
- Display answers on board or overhead

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## Activity #7: Foods and Nutrition Information Portfolio

**Time: (minutes):** 70 minutes

### Description

The assessing of nutritional information will continue to the end of the course. At the end students will have compiled a minimum of 10 articles which will depict various types of social science research information.

### Strand(s) and Expectations

**Strands:** Personal and Social Responsibilities; Social Science Skills

#### Overall Expectations

By the end of this course, students will:

- (PRV.02X) • identify consumer responsibility in the investigation of current food issues
- (SSV.01X) • use appropriate social science research methods in the investigation of food related issues

#### Specific Expectations

By the end of this course, students will:

- (PR2.04X) • prepare an evaluation of several sources of food information (e.g., newspapers, magazines, marketing media, the Internet, and other food and nutrition publications) in order to detect bias.
- (PR2.06X) • produce a compilation of reliable sources of nutritional information
- (SS1.08X) • distinguish between research evidence and opinion
- (SS1.09X) • evaluate print and electronic resources on food and nutrition for validity, reliability, accuracy, bias and relevance.

### Planning Notes

- Prepare chart for analysis of article for identified criteria
- Arrange computer lab time

### Prior Knowledge Required

- Familiarity with computers and Internet research techniques
- Social science research skills
- Use of portfolio (from Unit #1)

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## Teaching/Learning Strategies

1. Brainstorm where we get nutritional information.
2. In small groups, students analyse an article from a journal, magazine, or newspaper. Students will identify examples of bias, validity, reliability, accuracy, opinion and relevance.
3. Using electronic resources, newspapers, magazines or pamphlets, students accumulate 6 articles relating to careers, food technology, personal eating habits, marketing, health issues and food additives, respectively.
4. In a paragraph for each article/source, students evaluate the articles/sources using criteria identified in strategy #2.
5. Students will present orally to the class the findings of one selected article from the compilation.
6. The articles and paragraphs evaluating them will be put in their portfolio.

## Assessment/Evaluation

- Summative evaluation of portfolio using a rubric
- Teacher/peer formative assessment of oral presentation using rubric
- Summative unit test

## Resources

### Print

1. Magazines; Canadian Living, Chatelaine, Homemakers
2. Pamphlets; Heart and Stroke Foundation, Dairy Farmers of Ontario

### Computer Software/Internet

3. <http://www.ag.unic.edu/~ffh/ffh.html> (Functional Foods for Health Program)
4. <http://www.kraftcanada.com> (Kraft Foods Kitchen)
5. <http://www.foodchannel.comm> (Internet Food Channel)

### Media

6. Food Network (T.V.)
7. TVO

## Accommodations

- Choice of summaries vs. critiques on articles
- Choice of oral vs. printed response
- Primary (interviews) vs. secondary sources
- Limit required number or types of articles
- Provide resources in classroom

## Appendix A: Course Evaluation

This course evaluation model includes a rating scale to assist you in a personal assessment of the strengths and weaknesses of your program. Such an assessment should help you to identify those areas that you are doing well and those areas that require change. Mark the rating scale. Some questions are best answered "Yes" or "No". In these cases mark 1 for "No" and 5 for "Yes". The "follow-up" section is provided to permit you to identify future required actions. Be specific and include strategies, timelines and needed resources.

### 1.0 Planning

My course:

		1	2	3	4	5
1.1	includes all overall and specific expectations as required by the Social Science and the Humanities Grade 9/10 curriculum policy document					
1.2	includes lesson plans which deliver the overall and specific expectations					
1.3	encourages high levels of achievement in students					
1.4	is detailed in a school based course of study which includes expectations, teaching/learning strategies, resources and assessment/evaluation techniques					
1.5	involves practical/authentic applications of the expectations					
1.6	is offered so that it is accessible to all students					
1.7	allows for sufficient time to experience the practical applications of the expectations					
1.8	Follow-up: _____ _____					

### 2.0 Meeting Students' Needs

My course:

		1	2	3	4	5
2.1	considers the various learning styles of students					
2.2	includes a wide variety of teaching/learning strategies and assessment/evaluation techniques					
2.3	is appropriate to the students' developmental stages					
2.4	allows for expression of individual students' skills, talents and interests					
2.5	provides for diversity of students' life experiences in the family and community					
2.6	includes modifications to the depth and pace of the classroom experiences to accommodate special circumstances and needs					
2.7	is relevant to the needs of all students					
2.8	encourages all students to experience success					
2.9	informs students of possible career opportunities					
2.10	involves the students actively in their own learning and decision making					
2.11	Follow-up: _____ _____					

### 3.0 Teaching/Learning Strategies

My course:

		1	2	3	4	5
3.1	provides a variety of activities involving independent, small group and large group work					
3.2	provides a variety of activities which promote cognitive, social, emotional and physical development					
3.3	allows for the development of individual and group decision making skills					
3.4	allows for frequent practical application of expectations in the development of skills					
3.5	allows for integrated learning experiences					
3.6	motivates students to apply their learnings in their own lives outside the classroom					
3.7	involves the use of a variety of teaching/learning resources and activities					
3.8	leads students to develop a sense of responsibility for their own lives and the decisions they make					
3.9	provides for opportunities for experiences beyond the classroom					
3.10	Follow-up: _____ _____					

### 4.0 Resources

My course utilizes:

		1	2	3	4	5
4.1	a variety of multi-media materials and equipment and computer software					
4.2	appropriate current textbooks and other print material (e.g., pamphlets, periodical, newspapers, magazines)					
4.3	a variety of illustrative materials (e.g., posters, bulletin boards, pictures)					
4.4	resources with which students can relate					
4.5	print material which is appropriate to the reading level of the students					
4.6	current technology in the application of skills (e.g., household equipment, computer hardware)					
4.7	well equipped classroom labs					
4.8	space appropriate for individual, small and large group activities					
4.9	human resources from the community, school and family					
4.10	Follow-up: _____ _____					

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## 5.0 Students Assessment and Evaluation

My course:

My course:

		1	2	3	4	5
5.1	includes a variety of assessment and evaluation techniques and tools appropriate to the course expectations and the individual students' learning styles					
5.2	includes diagnostic, formative and summative assessment components appropriate to the level of the student					
5.3	allows frequent opportunity for self evaluation and peer evaluation					
5.4	provides accurate and understandable assessment and evaluation information to the student and parent					
5.5	includes ongoing and continuous assessment and evaluation					
5.6	clearly identifies to the student the expectations from the beginning of the course or unit of study					
5.7	provides for student and teacher assessment and evaluation of the course					
5.8	Follow-up: _____ _____					