

*Catholic District School Board Writing Partnership*

# Course Profile

## **Food and Nutrition**

Grade 9 or 10

Open

*• for teachers by teachers*

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## **Acknowledgments**

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## Unit 1: Investigation of Food Choices

**Time:** 11 Hours

### Unit Developer(s)

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**Development Date:** July 13, 1999

### Unit Description

Students learn and apply social science research skills in discovering the reasons behind the choices people make about food. Students also have the opportunity to explore career options related to food and nutrition. An investigation of factors influencing food choices along with an understanding of Catholic values helps them gain greater respect for the diversity within our culture.

### Strand(s) & Expectations

**Ontario Catholic School Graduate Expectations:** CGE1h; CGE2c, CGE2d, CGE2e, CGE3c, CGE4g, CGE5a, CGE5b, CGE5f, CGE6c.

**Strand(s):** Self and Others, Social Science Skills, and Personal Responsibility

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

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

### Activity Titles (Time + Sequence)

Activity 1	Food Choices	75 minutes
Activity 2	Early Childhood Eating Habits and Nutritional Well-Being	75 minutes
Activity 3	Food Marketing and the Consumer	150 minutes
Activity 4	Social Research for Food and Nutrition Related Issues	300 minutes
Activity 5	Discovering Careers in Food and Nutrition	75 minutes

### Unit Planning Notes

- Be aware of cultural and gender issues.
- Develop necessary teaching aids.
- Gather a variety of current magazines, newspapers, videos, Internet sites, articles, etc.
- Purchase necessary resources.
- Prepare worksheets specific to each activity.
- Read resources for background information.
- Review School Board policy on computer/Internet use (safety/censorship).

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## **Prior Knowledge Required**

- ability to access information electronically
- brainstorming
- computer literacy skills
- critical thinking skills
- decision-making skills
- effective verbal presentation skills
- English writing skills
- library research skills
- problem-solving skills
- significance of prayer and scripture
- time management skills

## **Teaching/Learning Strategies**

Brainstorming

Class discussion

Collaborative/co-operative learning

Conferencing

Inquiry process

Interview

Issue-based analysis

Journal writing

Mind mapping

Prayer/prayer planning

Report/presentation

Research

Socratic lesson

Theological reflection

## **Assessment/Evaluation Strategies**

Activity/answer sheet

Classroom presentation

Formal/informal observation: group work

Homework

Participation in class discussion

Peer evaluation

Portfolio

Portfolio self-assessment

Poster/assignment

Research project

Self-assessment

Self reflection

Student/teacher conference

Written report/assignment

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## Assessment Tools

- anecdotal comments with suggestions for improvements (self/peer/teacher evaluation)
- checklist
- marking scheme
- rubric

## Resources

### Teacher Resources

*Bible*. New Revised Standard Version.

Clarke, Judy, Ron Wideman, and Susan Eadie,. *Together We Learn*. Canada: Prentice-Hall Canada Inc., 1990.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*, Fourth Edition. New York: The Modern Language Association of America, 1995.

Hacker, Diana. *A Canadian Writer's Reference*. Scarborough: Nelson Canada, 1991.

Health Canada

[www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)

Kowlatuk, Helen and Alice Koplan. *Food For Today*. Lake Forest USA: McGraw Hill Ryerson, 1994.

Kowlatuk, Helen. *Discovering Nutrition*. USA: Glencoe Publishing Company, 1986.

*Lifestyle Diseases: Personal Choices about Lifestyle*. B.C: Classroom Video, 1998. 18 minutes.

Pontifical Council for Social Communities. *Ethics in Advertising*. Boston: Pauline Books and Media, 1997.

Resources from the guidance department.

Shapiro, Stanley, William Pereault, Jr., and Jerome McCarthy. *Basic Marketing*. Toronto: Times Mirror Professional Publishing Ltd., 1996.

Siebert, Myrtle and Evelyn Kerr. *Food For Life*. Toronto: McGraw-Hill Ryerson, 1994.

The Waterloo County Board of Education. *Co-operative Learning, A Resource For Small Group Learning*. 1992.

Waterloo Region Roman Catholic Separate School Board. *Teaching Tomorrow's Thinkers*. 1992.

### Student Resources

Anca Technologies. *Career Cruising on CD-ROM*. Toronto, 1996.

Donaldson, Chelsea. *The Communications Handbook*. Second Edition. Scarborough: Nelson Canada, 1996.

Hacker, Diana. *A Canadian Writer's Reference*. Scarborough: Nelson Canada, 1991.

*Lifestyle Diseases: Personal Choices About Lifestyle*. B.C: Classroom Video, 1998. 18 minutes.

Resources from the guidance department

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## Activity 1: Food Choices

**Time:** 75 minutes

### Description

Students identify and categorize the reasons why people make the food choices they do. Students describe what influences an individual's food choices and habits. They demonstrate these skills through effective speaking and role development in a small group.

### Strand(s) & Expectations

#### Ontario Catholic School Graduate Expectations:

The graduate is expected to:

CGE1h - respect the faith traditions of the world religions and the life journeys of all people of good will;

CGE2c - present information and ideas clearly and honestly and with sensitivity to others;

CGE5a - work effectively as an interdependent team member;

CGE5f - exercise Christian leadership in the achievement of individual and group goals;

CGE6c - value and honour the important role of the family in society.

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

#### Overall Expectations:

SOV.02 - identify the variety of reasons behind the choices people make about food;

SSV.02 - effectively communicate the results of their inquiries.

#### Specific Expectations:

SO2.02 - categorise the reasons why people eat the foods they eat (e.g., cultural, emotional, environmental, nutritional, religious, social);

SO2.03 - explain how family, peers, and the media influence an individual's food choices and habits;

SS3.01 - demonstrate effective speaking and listening skills in a small group;

SS3.02 - demonstrate an ability to perform a variety of roles in small groups (e.g., chair, recorder).

### Planning Notes

- Develop a handout of blank mind maps for students.
- Be familiar with co-operative learning strategies.
- Develop a handout on roles of co-operative group members.
- Make a copy of Bible verses Sirach 32:1-2.
- Make photocopies of 'Reflection Journal' (see Appendix A)

### Prior Knowledge Required

- reflective journal writing
- English writing skills
- critical thinking skills
- time-management skills
- problem-solving skills

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## Teaching/Learning Strategies

1. Teacher reads Sirach 32:1-2 from overhead.  
“If you are chosen to preside at dinner, be not puffed up,  
but with the guests be as one themselves:  
Take care of them first before you sit down:  
when you have fulfilled your duty, then take your place.”  
Teacher leads class discussion on leadership skills in reference to reading.
2. Teacher introduces co-operative learning skills (no put downs, listening to others, sharing information, etc.).  
Teacher, at personal discretion, includes two or three skill building tasks to reinforce group learning skills.
3. Teacher distributes handout on roles of group members and conducts classroom discussion.
4. In groups of four or five, with each student taking on one of the roles of a co-operative group member and using the handout provided, students mind map the reasons we eat the foods we eat. At midpoint of this activity, students assume the role of another group member and take over those responsibilities.
5. As a class, students categorize the mind map concepts to develop similar themes or concepts e.g., cultural, emotional, environmental, nutritional, religious and social. Teacher may have to prompt to ensure all categories in expectation are completely covered. Students fill in individual mind maps for their own notebooks from categories developed as a class.
6. As homework, students are to explain three ways in which each of family, media, and peers, influence their personal food choices.
7. Teacher introduces Reflection Journals to students using Appendix A. Read together as a class for understanding of how to write a reflection journal.
8. Students reflect back on Sirach 32:1-2 and write a personal reflection in their journal on how they feel they have used good leadership skills today in their groups.

## Assessment/Evaluation

1. Formative assessment of groups mind maps.
2. Formative assessment of students contribution to group and class discussions.
3. Summative evaluation of reflection journal for completeness.

## Accommodations

- Have students tape their journal responses and homework.
- Photocopy another group’s completed mind map for special needs students.
- Students work with a partner to complete all assignments.

## Resources

### Teacher Resources

*Bible*, New Revised Standard Version.

Clarke, Judy, Ron Wideman and Susan Eadie. *Together We Learn*. Prentice-Hall Canada Inc., 1990.

Kowlatuk, Helen and Alice Koplun. *Food For Today*. Lake Forest, USA: McGraw Hill Ryerson, 1994.

Seibert, Myrtle and Kerr Evelyn. *Food For Life*. McGraw Hill-Ryerson, 1994.

The Waterloo County Board of Education. *Co-operative Learning, A Resource For Small Group Learning*. 1992.

Waterloo Region Roman Catholic Separate School Board. *Teaching Tomorrow’s Thinkers*. 1992.

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## Student Resources

Glosson, Linda, et al. *Creating Living*. New York: Glencoe: McGraw-Hill, 1997

### **Appendix A: Reflection Journals**

Many successful people develop the habit of routinely reflecting on their ideas, decisions, thoughts and/or feelings. They do this through talking or writing about their own understanding or experiences. During this semester, you must keep a Reflection Journal on your learning and experiences. Your journal should be a tool for personal growth as well a reflection on the topics discussed in class. During the semester, feel free to write about experiences other than those discussed in class. Do not recount the day as in a Diary. Think about what has been read or discussed and relate this information to your own understanding.

#### **Suggested Procedure**

1. You must have two entries per week.
2. Entries could relate to topics discussed in class and your ideas about them.
3. Your journals should be submitted once a month.
4. If you wish that an entry not be read, put a star on the top of the page.

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## Activity 2: Early Childhood Eating Habits and Nutritional Well-being

**Time:** 75 minutes

### Description

Students examine past eating habits to identify possible connections to their present eating habits. Students reflect on personal eating habits to predict what effect they may have on their future nutritional well-being. They identify possible changes to their current eating habits to prevent potential health problems.

### Strand(s) & Expectations:

#### Ontario Catholic School Graduate Expectations:

The graduate is expected to:

CGE3c - think reflectively and creatively to evaluate situations and solve problems.

**Strand(s):** Self and Others

#### Overall Expectations:

SOV.02 - identify the variety of reasons behind the choices people make about food.

#### Specific Expectations:

S02.01 - describe the effect of early childhood eating habits on current eating patterns and on nutritional well-being throughout life.

### Planning Notes

- Prepare overhead of Bible passage 1 Cor. 2:16,17.
- Teacher purchases video *Lifestyle Diseases: Personal Choices about Lifestyle*.
- Teacher books VCR and television.
- Teacher photocopies Appendix B - Analysis of My Nutritional Well-Being: Past, Present, Future worksheet.

### Prior Knowledge Required

Reasons behind the choices people make about food (see Unit 1, Activity 1)

### Teaching/Learning Strategies

1. Collect homework on ways family, media, and peers influence their personal food choices.  
Teacher reads 1 Cor. 2:16, 17. "Do you not know that you are God's temple and that God's spirit dwells in you...for God's temple is holy and you are that temple..."  
Students brainstorm for answers to the following question:  
How does this passage relate to our study of eating habits and how these habits affect our bodies which Paul describes as being "temples of God"?
2. Students view the video *Lifestyle Diseases: Personal Choices About Lifestyle*.  
While viewing, students list eating habits and the effect each has on one's well-being later on in life. After the video the teacher leads a class discussion by asking the following questions:
  - Identify one eating habit and describe the effect it can have on a person's nutritional well-being throughout life.
  - What early childhood eating habits could have contributed to their present eating habits?
  - What overall message is the video trying to convey about early eating habits and future nutritional well-being?
3. Teacher reviews with students reasons that influence choices people make about food (e.g., cultural, emotional, environmental, nutritional, religious, social, family, peers, and media). Students complete

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Appendix B - Analysis of My Nutritional Well-Being: Past, Present, Future worksheet and submit it for evaluation.

### **Assessment/Evaluation**

1. Summative evaluation of notes taken while viewing video.
2. Formative assessment of contribution to class discussion.
3. Summative evaluation of the worksheet - Analysis of My Nutritional Well-Being: Past, Present, Future.
4. Summative evaluation of homework for completion.

### **Accommodations**

- Student works with a partner who uses carbon paper to write notes while viewing video.
- Student writes notes using a laptop computer while viewing video.
- Student completes worksheet on computer or dictates to computer.
- Student records responses for each part of the worksheet on an audiotape.
- Student works with partner to complete all assignments.

### **Resources**

#### Teacher Resources

*Bible*. New Revised Standard Version.

Health Canada

[www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)

Kowtaluk, Helen. *Discovering Nutrition*. USA: Glencoe Publishing Company, 1986.

*Lifestyle Diseases: Personal Choices about Lifestyle*. B.C: Classroom Video, 1998. 18 minutes.

Siebert, Myrtle and Evelyn Kerr. *Food For Life*. Toronto: McGraw-Hill Ryerson Limited, 1994.

#### Student Resources

*Lifestyle Diseases: Personal Choices About Lifestyle*. B.C: Classroom Video, 1998. 18 minutes.

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**Appendix B: Analysis of My Nutritional Well-Being: Past, Present, Future**

<b>Childhood Eating Habit</b>	<b>List 1 or 2 reasons that have influenced the habit. e.g., cultural, religion, family, peers, media, social, environment, nutritional</b>	<b>Explain 1 current eating pattern you have as a result of childhood eating habits</b>	<b>Describe the effect the eating habit may have on your future nutritional well-being</b>	<b>Explain why you would or would not change the eating habit</b>
1.				
2.				
3.				
4.				

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### **Activity 3: Food Marketing and the Consumer**

**Time:** 150 minutes

#### **Description**

Students analyse marketing techniques using Catholic values and teaching as the basis of this critique. They examine current food-marketing techniques directed at different age groups and identify their responsibility as Catholics.

#### **Strand(s) & Expectations**

##### **Ontario Catholic School Graduate Expectations:**

The graduate is expected to:

CGE2e - use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;

**Strand(s):** Personal and Social Responsibilities

##### **Overall Expectations:**

At the end of grade 9, students will:

PRV.02 - identify consumer responsibility in the investigation of current food issues;

##### **Specific Expectations:**

PR2.03 - produce an investigation of current food-marketing techniques directed at different age groups;

#### **Planning Notes**

- Teacher produces overheads with the following quotes:
  - i) “The information provided by the media is at the service of the common good. Society has a right to information based on truth, freedom, justice and solidarity.” Pontifical Council for Social Communities, *Ethics In Advertising*, Boston, Pauline Books and Media, 1997.
  - ii) “Much advertising directed at children apparently tries to exploit their credulity and suggestibility, in the hope that they will put pressure on their parents to buy products of no real benefit to them. Advertising like this offends against the dignity and rights of both children and parents; it intrudes upon the parent-child relationship and seeks to manipulate it to its own base ends. Also, some of the comparatively little advertising directed specifically to the elderly or culturally disadvantaged seems designed to play upon their fears so as to persuade them to allocate some of their limited resources to goods or services of dubious value.” Pontifical Council for Social Communities, *Ethics In Advertising*, Boston, Pauline Books and Media, 1997.
- Teacher displays a food product in various forms directed at different age groups (e.g., cereal products advertised for infants versus those advertised for children, adolescents, adults). Provide examples of magazine advertisements and newspaper flyers that market products to the different age groups.
- Teacher develops three charts on chart paper with the following individual titles: a) Promotes Truthfulness, b) Respects the Dignity of the Human Person, c) Promotes Social Responsibility
- Teacher develops Socratic lesson on marketing

#### **Prior Knowledge Required:**

- co-operative group skills
- English writing skills

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## Teaching/Learning Strategies

1. Teacher conducts a Socratic lesson about marketing. Ensure that the following are included:
  - definition of marketing;
  - the 4 P's of marketing (product, place, price, and promotion).Students record the above information into notes.
2. Teacher displays quote i) on overhead (see Planning Notes) and leads class discussion based on the following question:
  - Do you believe that information provided by the media is based on truth.Teacher displays quote ii) on overhead (see Planning Notes)  
Teacher displays various forms of a product aimed towards differing age groups to assist them in answering the following questions:
  - How are products marketed differently for people in different age groups?
  - What are some other examples of products marketed to the different age groups?
3. Students brainstorm in groups of three or four two examples each of products that a) promote truthfulness and don't promote truthfulness, b) promote respect for the dignity of the human person and don't promote respect, c) promote social responsibility and don't promote social responsibility. Students record answers on chart paper. As a class, students take up and discuss results.
4. Students write a journal reflection on the marketing techniques of food products geared towards teenagers and comment on whether or not concepts learned today would influence any future food purchases.

## Assessment/Evaluation

1. Formative assessment of class discussions
2. Formative assessment of the completion of group work
3. Summative evaluation of journal entry for completion

## Accommodation

- Develop a poster to illustrate the 4 P's of marketing based on a favourite food product.
- Write a letter to a food company inquiring as to the marketing strategies used by their company.
- Students create a report on marketing and the Catholic perspective.
- Students work with a partner to complete all assignments.

## Resources

### Teacher Resources

Pontifical Council for Social Communities. *Ethics in Advertising*. Boston: Pauline Books and Media, 1997.

Shapiro, Stanley, William Pereault, Jr., and Jerome McCarthy. *Basic Marketing*. Toronto: Times Mirror Professional Publishing Ltd., 1996.

### Student Resources

Glosson, Linda, et al. *Creating Living*. New York: Glencoe: McGraw-Hill, 1997

Siebert, Myrtle and Evelyn Kerr. *Food For Life*. Toronto: McGraw-Hill Ryerson Limited, 1994.

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## Activity 4: Social Science Research for Food and Nutrition Issues

**Time:** 300 minutes

### Description

Students gain knowledge of the process involved in social science research. They apply their knowledge of this process through the investigation of a food related issue. Students are introduced to portfolios and begin to gather and examine appropriate selections.

### Strand(s) and Expectations

#### Ontario Catholic School Graduate Expectations:

The graduate is expected to:

CGE 2d - write and speak fluently one or both of Canada's official languages.

**Strand(s):** Social Science Skills

#### Overall Expectations:

SSV.01 - demonstrate appropriate use of social science research methods in the investigation of food related issues;

SSV.02 - effectively communicate the results of their inquiries.

#### Specific Expectations:

SS1.02 - identify the process involved in social science research investigation;

SS1.03 - distinguish between key and supporting issues in formulating questions to be researched;

SS1.04 - demonstrate data-collecting skills, including the use of questionnaires and interviews;

SS1.05 - 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);

SS2.01 - record information and key ideas from their research and document the sources accurately in correct bibliographic form;

SS2.02 - organize, interpret, and communicate the results of their inquiries, using a variety of methods (e.g., graphs, diagrams, and oral presentations, newspaper articles, hypermedia presentations, and videos).

### Planning Notes

**Note:** Due to the introductory nature of social science research for Grade 9 students, the Socratic lessons should include a brief overview of each specific skill.

- Prepare Socratic lessons on: what is social science research, formulation of a research question and primary/secondary sources used in research.
- Teacher prepares index cards of the steps involved in social science research.
- Teacher develops a research question based on marketing and its influence on food selection and purchases.
- Teacher develops worksheet Sample Research Questions.
- Teacher collects four or five different forms of secondary research that pertains to the research question.
- Teacher develops a questionnaire and interview questions based on research question.
- Teacher develops worksheet for research notes and bibliographic information.
- Advise students to bring in their Writers Handbook if mandated by the school.

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- Teacher labels Bristol boards and produces arrows to identify the steps involved in social science research.
  - Teacher photocopies Appendix C - Social Science Skills Research Rubric.
  - Teacher photocopies Appendix D - Sample Portfolio Development Guideline.
  - Teacher photocopies Appendix E - Sample Checklist Rubric for Portfolio Selection.

### **Prior Knowledge Required**

- influence of marketing on food selection/purchases
- co-operative group skills

### **Teaching/Learning Strategies**

1. Teacher gives Socratic lesson on what is 'Social Science Research'.
2. Students record overhead notes. Teacher distributes a set of index cards (to groups of four or five students) listing the various steps involved in conducting social science research. As a group, students reorganize the cards into proper sequential order based on how they think research is conducted. Teacher reviews the proper order of index cards and students record in their notes the various steps involved in social science research.  
Teacher distributes Appendix C - Social Science Skills Rubric.
3. Teacher gives Socratic lesson on the formulation of a research question noting the differences between key and supporting issues. Students record information in their notes. In groups, students identify key and supporting issues from the worksheet Sample Research Questions distributed by teacher. Teacher reviews worksheet and presents a research question, based on the impact of food marketing on purchases, to be used for a class research project.
4. Teacher gives Socratic lesson on the definition of secondary research, note taking, and the documentation of sources used. Teacher provides groups of four or five students with a resource that pertains to the class research question. Students fill in sample worksheet provided on note taking and record the resource used in correct bibliographic format.
5. Teacher gives Socratic lesson on the use of primary sources in social science research (statistics, interviews, observations, original documents, etc.). Teacher provides half of the class with a sample questionnaire and half the class with a sample interview previously developed that pertains to the class research question. Students distribute the questionnaire to a family member or interview a family member who is responsible for grocery shopping.
6. Teacher gives Socratic lesson on the organization, interpretation, and graphing/charting of survey results. Students are divided into two groups based on whether they conducted an interview or distributed a questionnaire. The two groups tabulate their results and illustrate their findings using method(s) outlined in class.
7. Students paste their research work on labeled Bristol boards provided by the teacher and mount the boards in the classroom. The research project, starting from the research question to the results of their findings, will be visually represented in a flow chart manner.
8. Teacher conducts Socratic lesson on Portfolios and distributes Sample Portfolio Development Guideline and Sample Checklist Rubric for Portfolio Selection (see Appendices D and E). Students select pieces of work from the whole unit that go into the portfolio.

### **Assessment/Evaluation**

1. Diagnostic assessment of steps involved in social science research.
2. Formative assessment of the development of research notes, documentation of bibliographic information, completion of questionnaire and/or interview as well as tabulations of results of survey.
3. Summative evaluation of portfolio selections.

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## **Accommodations**

- Student uses Corel Chart or a similar software program to communicate the results of their research findings.
- Students work with a partner to complete all assignments.
- Teacher provides remediation at lunch or after school for students experiencing difficulty with concepts introduced.

## **Resources**

### Teacher Resources

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. Fourth Edition. New York: The Modern Language Association of America, 1995.

Hacker, Diana. *A Canadian Writer's Reference*. Scarborough: Nelson Canada, 1991.

### Student Resources

Donaldson, Chelsea. *The Communications Handbook*. Second Edition. Scarborough: Nelson Canada, 1996.

Hacker, Diana. *A Canadian Writer's Reference*. Scarborough: Nelson Canada, 1991.

## Appendix C: Sample Social Science Skills Rubric

	<b>Level 1 (50-59%)</b>	<b>Level 2 (60-69%)</b>	<b>Level 3 (70-79%)</b>	<b>Level 4 (80-100%)</b>
Knowledge/ Understanding	- shows little awareness of the difference between key and supporting issues  - records bibliographic information correctly with assistance	- shows some awareness of the difference between key and supporting issues  - needs little assistance with recording bibliographic information correctly	- is aware of the difference between key and supporting issues  - needs no assistance to record bibliographic information correctly	- shows a high degree of awareness of the difference between key and supporting issues  - helps others record bibliographic information correctly
Thinking/ Inquiry	- several errors evident in organizing steps involved in social science research	- some errors evident in organizing steps involved in social science research	- no errors evident in organizing steps involved in social science research	- helps others organize steps involved in social science research
Communication	- needs assistance in illustrating their survey results	- needs little assistance in illustrating their survey results	- needs no assistance in illustrating their survey results	-helps others in illustrating their survey results
Application	- needs assistance in organizing their findings in a flow chart manner	- needs little assistance in organizing their findings in a flow chart manner	- needs no assistance in organizing their findings in a flow chart manner	- helps others in organizing their findings in a flow chart manner
Comments:				
Overall Level:				

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## Appendix D: Sample Portfolio Development Guideline

**Definition:** “A purposeful collection of student work that tells the story of the student’s efforts, progress, and achievement in a given area or areas. This collection must include guidelines for selecting content, criteria that define quality, student participation in selecting content, and evidence of self- reflection.”  
(Ministry of Education and Training)

### Items to be included

Table of contents

Samples of work from the following sections:

- Class notes
- Food lab worksheets
- Journal reflections
- Culminating activities
- Research projects
- Group/individual assignments

**Note:** A variety of samples from the whole course should be evident in the final portfolio.

### Guidelines

Students create their own personal 11 inch x 17 inch portfolio.

Pages should be numbered.

Work should be divided into sections as indicated above and be properly dated and titled.

Students complete worksheets (provided by teacher) to justify portfolio entries.

### Criteria for Assessment

Completeness (three entries per unit)

Visual presentation/creativity

Content

Reflection on justification for inclusion in portfolio

A variety of samples from the course

Meets all deadlines

**Note:** Portfolios should remain in the classroom at all times

## Appendix E: Sample Checklist Rubric for Portfolio Selection

	Self		Teacher Evaluation			
	Yes	No	Level 1	Level 2	Level 3	Level 4
1. Portfolio design is creative, colourful, and attractive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Justification for portfolio entry is included.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Three entries per unit are included.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. A variety of samples are included.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Portfolio was handed in on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Pages are numbered correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Work is divided into six sections as outlined in instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Student

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Teacher

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Overall Level: \_\_\_\_\_

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## Activity 5: Discovering Careers in Food and Nutrition

**Time:** 75 minutes

### Description

Through the investigation of career opportunities related to food and nutrition, students think about the purpose of work and the relativity of the course to their future career aspirations. They examine numerous jobs related to the field and reflect on their own personal values, abilities, and aspirations, which may influence their preferred career choices.

### Strand(s) & Expectations

#### Ontario Catholic School Graduate Expectations:

The graduate is expected to:

CGE4g - examine and reflect on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE5b - think critically about the meaning and purpose of work.

**Strand(s):** Social Science Skills

#### Overall Expectations:

SSV.02 - effectively communicate the results of their inquiries.

#### Specific Expectations:

SS2.03 - illustrate career opportunities related to food and nutrition by creating a poster, newsletter, or brochure.

### Planning Notes

Many different careers help to support the food sector. Teacher gathers a minimum of five items produced by companies or businesses indirectly related to the food industry; e.g., nutrition magazine, a recipe with nutrition information, food advertisement, menu plan from a hospital, grocery bill, and/or food product. Teacher asks guidance department for career opportunity resources in the field of food and nutrition.

### Prior Knowledge Required

- critical thinking skills
- English writing skills
- significance of prayer and scripture

### Teaching/Learning Strategies

1. Students read Romans 12: 6-8. Teacher leads class discussion on importance of using the gifts that God gave us while we are here on earth (e.g., gift of speech, ability to emphasize, etc.).
2. Teacher gathers all items on a table. (See Planning Notes.)  
Teacher leads a discussion about jobs that would be involved in producing the products or items (e.g., photographers for magazines, packagers for food product, processors for food product, etc.). Discuss the relevance of the course to the careers students mention throughout the class discussion. Discuss student's ideas about future growth trends for each of the identified careers.
3. Students select a minimum of eight careers that directly relate to the gifts God has given them and design a poster set up as follows: the centre of the poster should read "The Gifts God Has Given Me", surrounding this quote, students identify career opportunities that complement these gifts. Students reflect back on Romans 12:6-8 and write a personal reflection in their journal on the gifts they feel that God gave them to use in their future careers.

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### **Assessment/Evaluation**

1. Diagnostic assessment of students lists of career opportunities in foods and nutrition fields.
2. Formative assessment of students contribution to class discussions.
3. Summative evaluation of reflection journal for completeness.
4. Summative evaluation of poster for identification of personal gifts and career opportunities.
5. Summative evaluation of portfolio selections.

### **Accommodations**

- Have students research careers using the Internet or one of the software programs available in the Computer Lab and prepare a brochure or a bulletin board display on the rewards and challenges of the chosen career paths.
- Working as a group, have students prepare a collage on careers in food and nutrition.
- Students work with a partner to complete all assignments.

### **Resources**

#### Teacher Resources

*Bible*. New Revised Standard Version.

Resources from the guidance department.

Siebert, Myrtle and Evelyn Kerr. *Food For Life*. Toronto: McGraw-Hill Ryerson, 1994.

#### Student Resources

Anca Technologies. *Career Cruising on CD-ROM*. Toronto, 1996.

Resources from the guidance department.

## Appendix F: Sample Discovering Careers in Food and Nutrition Activity Rubric

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding	- identifies 4 or less careers in food and nutrition field	- identifies 5 to 7 careers in food and nutrition field	- identifies 8 careers in food and nutrition field	- identifies more than 8 careers in food and nutrition field
Thinking/ Inquiry	- students use critical/ creative thinking skills to identify how the gifts God has given them compliment 4 or less careers identified	- students use critical/ creative thinking skills to identify how the gifts God has given them compliment 5 to 7 careers identified	- students use critical/ creative thinking skills to identify how the gifts God has given them compliment the 8 careers identified	- students use critical/ creative thinking skills to identify how the gifts God has given them compliment more then the 8 careers identified
Communication	- no attempt to participate in class discussion  - poster was disorganized, difficult to understand and did not support the main ideas	- some attempt to participate in class discussion  - poster was somewhat interesting and generally supported the main ideas	- considerable attempt to participate in class discussion  - poster was visually interesting and communicated main ideas	- impressive attempt to participate in class discussion  - poster had a high degree of visual interest and communicated the main ideas with exemplary detail
Application	- poster demonstrates a basic understanding of connections between careers and personal gifts	- poster demonstrates a sound understanding of connections between careers and personal gifts	- poster demonstrates a thorough understanding of connections between careers and personal gifts	- poster demonstrates an extensive understanding of connections between careers and personal gifts
Comments:				
Overall Level:				

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## Unit 2: Food Needs of Individuals and Families

**Time:** 20 Hours

### Unit Developer(s)

Amelio, Isabel, St. Mary's Secondary School TCDSB

Kelly, Denise, Holy Family Education Centre WCDSB

McCaffrey, Andrea, Father Bressani YCDSB

Mozzone, Antonietta, Mary Ward Secondary School TCDSB

**Development Date:** July 13, 1999

### Unit Description

Students learn and apply kitchen and food safety methods, food preparation and planning skills, as well as demonstrate the importance of collaborative group skills. Students increase their knowledge of the food needs and contributions of family members to enhance the family unit. As a community, students celebrate our Catholic faith when participating in feasts.

### Strand(s) & Expectations

**Ontario Catholic School Graduate Expectations:** CGE2b, CGE2c; CGE3c, CGE4b, CGE4e, CGE5a, CGE5e, CGE5f, CGE6a, CGE6c, GCE6d, CGE7j

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

**Overall Expectations:** SOV.01, SOV.03, SOV.04, PRV.03, SSV.03.

**Specific Expectations:** SO1.01, SO1.02, SO1.03, SO1.04, SO1.05, PR2.01, PR2.02, PR2.07, PR2.08, PR2.11, PR3.01, PR3.02, PR3.03, PR3.04, PR3.05, PR3.06, PR3.07, PR3.08, PR3.09, PR3.10, PR3.11, SS3.03.

### Activity Titles (Time + Sequence)

Activity 1	Family Food Needs	150 minutes
Activity 2	The Informed Consumer	225 minutes
Activity 3	Getting Ready to Cook	300 minutes
Activity 4	Baking Bread, The Food of Life	225 minutes
Activity 5	Creative Meal Planning	300 minutes

### Unit Planning Notes

Prior to the activities:

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

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## **Prior Knowledge Required**

- collaborative/co-operative learning
- decision-making skills
- effective verbal presentation skills
- food etiquette
- food preparation techniques
- food safety skills
- knowledge of mind mapping
- problem-solving strategies
- significance of prayer
- time-management skills
- writing skills

## **Teaching/Learning Strategies**

Brainstorming

Collaborative/co-operative learning

Food preparation labs

Journal writing

Learning centres

Prayer/prayer planning

Problem-solving strategies

Report/presentation

Socratic lesson

Theological reflection

## **Assessment/Evaluation Strategies**

Activity/answer sheet

Class discussion

Classroom presentation

Community service

Development/celebration

Food lab planning and preparation

Formal/informal observation: group work and food lab

Paper and pencil test

Peer evaluation

Portfolio

Portfolio self-assessment

Prayer

Reflective Journal

Self-assessment

Student/teacher conference

Written assignment

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## Assessment Tools

- anecdotal comments with suggestions for improvements (self-, peer-, teacher-evaluation)
- checklist
- marking schemes
- rubrics

## Resources

### Teacher Resources

Agri-Food and Rural Affairs

<http://www.gov.on.ca/omafra>

*Bible*. New Revised Standard Version.

Calerone-Stewart, Lisa-Marie. *Prayer Works for Teens Book 4*. Minnesota: Saint Mary's Press, 1997.

Canadian Food Inspection Agency

<http://www/cfia-acai.agr.ca>

Canadian Lingo Nutrition website

Donze, Mary Terese. *In My Heart Room, 21 Love Prayers for Children*. USA: Liguori, 1998.

"Food Safety Can Be Fun." Ontario: Ontario Agri-Food Education, 1996.

"Guide to Good Baking." McGraw-Hill, Ryerson, 1997, 13 minutes

Health Canada. *Canada's Food Guide to Healthy Eating*. Ottawa: Health Canada Publications.

Health Canada

[www.hc-sc.gc.ca/nutrition](http://www.hc-sc.gc.ca/nutrition)

Health Canada

<http://www.hc-sc.gc.ca>

Health Canada. *Using Food Labels to Choose Foods For Healthy Eating*. Ottawa: Minister of Supply and Services Canada, 1998.

Heart and Stroke Foundation. *The Quick and Nutritious Meal Planner*. Canada.

Kerr, Evelyn and Myrtle Seibert. *Food for Life*. Toronto: McGraw-Hill Ryerson, 1994.

Kowtaluk, Helen and Alice Kopan. *Food For Today*. Lake Forest U.S.A: McGraw Hill Ryerson, 1990.

Ministry of Agriculture and Food. *Labeling and Grading Fresh Ontario Fruits and Vegetables Factsheet*. Toronto: Ministry of Agriculture and Food, 1992.

Ministry of Agriculture and Foods. *Budget-Wise Food Shopping, Factsheet*. Toronto: Ministry of Agriculture and Foods, 1993.

MSSB Family Studies *Safety Manual Section 2*. September 1993.

National Institute of Nutrition-

<http://www.nin.ca>

OHEA website

Ontario Nutrition Education O.I.V.E website

Siebert, Myrtle and Evelyn Kerr. *Food for Life*. Toronto: McGraw-Hill Ryerson, 1994.

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## Student References

a clip art CD

*Food Safety Can Be Fun*. Ontario: Ontario Agri-Food Education, 1996.

Health Canada. *Using Food Labels to Choose Foods For Healthy Eating*. Ottawa: Minister of Supply and Services Canada, 1998.

Health Canada. *Canada's Food Guide to Healthy Eating*. Ottawa: Health Canada Publications.

Health Canada

[www.hc-sc.gc.ca/nutrition](http://www.hc-sc.gc.ca/nutrition)

Kowtaluk, Helen and Alice Kopan. *Food for Today*. Lake Forest, U.S.A: McGraw-Hill Ryerson, 1994.

Ministry of Agriculture and Food. *Labeling and Grading Fresh Ontario Fruits and Vegetables Factsheet*. Toronto: Ministry of Agriculture and Food, 1992.

Ministry of Agriculture and Foods. *Budget-Wise Food Shopping Factsheet*, Toronto: Ministry of Agriculture and Foods, 1993.

*MSSB Family Studies Safety Manual* Section 2. September 1993.

Siebert, Myrtle and Evelyn Kerr. *Food for Life*. Toronto: McGraw-Hill Ryerson, 1994.

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## Activity 1: Family Food Needs

**Time:** 150 minutes

### Description

From a Catholic perspective, students will be aware of the importance of valuing, honouring and respecting the rights, responsibilities and contribution of each family member. Through an analysis of *Canada's Food Guide*, students review factors that influence the recommended number of servings for each food group. Students then generate a list of factors to consider when planning meals that meet the food needs of individual family members after analysing the food needs of their own family. Students then become aware of how the provision of food needs for individual members of the family influences family relationships.

### Strand(s) and Expectations:

#### Ontario Catholic School Graduate Expectations:

The graduate is expected to:

CGE6a - relates to family members in a loving, compassionate and respectful manner;

CGE2c - present information and ideas clearly and honestly and with sensitivity to others;

CGE6c - value and honour the important role of the family in society;

CGE5e - respect the right, responsibilities and contributions of self and others.

**Strand(s):** Self and Others, Personal and Social Responsibilities

#### Overall Expectations:

SOV.01 - complete an assessment of the importance of meeting the food needs of family members;

SOV.03 - analyse the importance of each family member's contribution to the selection, preparation, and serving of food;

PRV.03 - summarize the practical factors and demonstrate the skills involved in producing appetizing and healthy foods for themselves and others.

#### Specific Expectations:

SO1.01 - demonstrate an understanding that providing for the food needs of family members can influence family relationships;

SO1.02 - analyse the food needs of individuals of different ages who have varying time schedules, food preferences, and health concerns (e.g., toddlers with food allergies, vegetarian adolescents, adults on fat-reduced diets) and determine how these needs might be met;

SO1.05 - describe ways that individuals and family members can contribute to the provision of food (e.g., growing fruits, vegetables, and herbs; planning meals; shopping for food items; preparing meals);

PR3.01 - plan meals that address factors such as nutritional needs, age, likes and dislikes, activity levels, special diets, and considerations related to time, money, and effort.

### Planning Notes

- Teacher prepares Socratic lesson on *Canada's Food Guide*.
- Create a menu to be distributed in the introductory Teacher/Learning Strategy (menu should include the recipes for an appetizer, entrée, dessert, and beverage).
- Provide a copy of *Canada's Food Guide* with the number of servings and names of food groups deleted.
- Copy Proverbs 15:17 onto overhead.
- Photocopy Appendix A - Meeting the Food Needs of Family Members chart and collect resources pertaining to specialized diets.

- Teacher prepares an overhead of the scripture reading Peter 4:10.
- Teacher designs a chart with the following title and headings:

<b>Contribution of My Family Members to the Provision of Food</b>				
Name of Family Household Member	Contribution(s) to Selection of Food	Households Contribution(s) to Preparation of Food	Contribution(s) to the Serving of Food	Other Contribution(s)

### **Prior Knowledge Required**

- co-operative learning
- writing Reflection Journals
- significance of Scripture reading

### **Teaching/Learning Strategies**

1. Teacher reads 1 Peter 4:10: “Put your gifts at the service of others.” Based on the reading the teacher leads a class discussion by asking the students to respond to the following question: ‘What gifts does God provide family members with to help them contribute to the provision of food?’
2. Students complete chart Contributions of My Family Household Members to the Provision of Food. Based on the information from the chart, students analyse the importance of their family household member’s contributions to the selection, preparation and serving of foods in their journal.
3. As a class, students generate a list of factors to consider when planning family meals. Ensure the following factors are included:
  - contribution of family members
  - individual needs of family members (e.g., age, gender, likes/dislikes, activity level, size, special diets)
  - availability of money
  - time and effort
  - sufficient nutrients
 Students copy list into notebooks.
4. Teacher gives Socratic lesson on *Canada’s Food Guide* to allow students to fill in missing information on sample *Canada’s Food Guide*.
5. Students are provided with a teacher-generated menu (see planning notes) and are divided into groups of three to four students. Each group is given a specific family situation such as: one member has a food allergy, one member is a vegetarian, one family has a toddler, one family member is elderly, low income family, one family member is on a weight loss diet, one member is an athlete requiring a special diet, or members have differing schedules. Students alter the meal to ensure that the needs of individual family members as well as the family unit are met. Teacher provides students with text references and other resources that pertain to the specialized diet requirements identified above. Changes are recorded on chart paper and presented to the class.
6. Teacher assigns the chart Meeting the Food Needs of Family Members (Appendix A) for homework. Students describe their own family profile and plan an appropriate meal that addresses their personal family food needs. The meal should include an appetizer, entrée, dessert, and beverage. Students then create a one-page journal entry reflecting on how the provision for the food needs of family members can influence family relationships.

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## Assessment/Evaluation

1. Formative assessment of class discussion regarding Scripture reading
2. Summative evaluation of the modification to the family meal
3. Summative evaluation of journal entry for completion
4. Summative evaluation of the chart Meeting the Food Needs of Family Members, creation of family profile, and family meal
5. Summative evaluation of the chart Contributions of My Family Members to the Provision of Food

## Accommodation

- Students can complete the chart with the assistance of a family member.
- Students do a pictorial representation of the family food needs.
- Students could search web sites for additional information on a specialized diet.
- Students prepare the meal that addresses their personal family food needs.
- Students work with a partner to complete all assignments.
- Student describes the tasks that individual family members contribute to the provision of food by using pictures or a clip art CD.
- Student complete chart orally with subject teacher or educational assistant.
- Student records answers for chart, and journal.
- Student writes article for school newspaper making suggestions on how students can help their family in the provision of food.

## Resources

### Teacher Resources

*Bible*, New Revised Standard Version

Health Canada. *Canada's Food Guide to Healthy Eating*. Ottawa Canada: Health Canada Publications.

Health Canada

[www.hc-sc.gc.ca/nutrition](http://www.hc-sc.gc.ca/nutrition)

Heart and Stroke Foundation. *The Quick and Nutritious Meal Planner*. Canada

Kowtaluk, Helen and Alice Kopan. *Food for Today*. Lake Forest, U.S.A: McGraw-Hill Ryerson, 1994.

Ontario Nutrition Education O.I.V.E web site

OHEA website

Canadian Lingo Nutrition website

Siebert, Myrtle and Evelyn Kerr. *Food for Life*. Toronto: McGraw-Hill Ryerson, 1994.

### Student Resources

a clip art CD

Health Canada. *Canada's Food Guide to Healthy Eating*. Ottawa Canada: Health Canada Publications.

Health Canada

[www.hc-sc.gc.ca/nutrition](http://www.hc-sc.gc.ca/nutrition)

Kowtaluk, Helen and Alice Kopan. *Food for Today*. Lake Forest, U.S.A: McGraw-Hill Ryerson, 1994.

Siebert, Myrtle and Evelyn Kerr. *Food for Life*. Toronto: McGraw-Hill Ryerson, 1994.

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**Appendix A: Sample Meeting the Food Needs of Family Members**

<b>Family Member</b>	<b>Age</b>	<b>Gender (M/F)</b>	<b>Activity Level (high, medium, low)</b>	<b>Likes/ Dislikes</b>	<b>Special Diet Considerations</b>	<b>Special Schedules</b>	<b>Money/Time Constraints</b>
1.							
2.							
3.							
4.							
5.							
6.							

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## Activity 2: The Informed Consumer

**Time:** 225 minutes

### Description

Students increase their knowledge of various factors to consider when shopping for food. They learn the techniques used to determine the quality of foods (for example, food grading practices and best-before dates). They also acquire the skill to read food labels, calculate unit prices and develop efficient/economical food-shopping guidelines. Students will also be aware of the increased availability of organic foods and the relative cost comparison of convenience food products.

### Strand(s) & Expectations

#### Ontario Catholic School Graduate Expectations:

The graduate is expected to:

CGE5a - work effectively as an interdependent team member.

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

#### Overall Expectations:

PRV.03 - summarize the practical factors and demonstrate the skills involved in producing appetizing and healthy foods for themselves and others.

#### Specific Expectations:

PR2.01 - produce general food – shopping guidelines that are efficient and economical;

PR2.02 - demonstrate an understanding of Canada’s food-grading practices and food-labeling regulations and terms (e.g., nutrition information and claims, serving size, percentage of recommended intake);

PR2.07 - describe how to identify fresh and ripe produce;

PR2.08 - demonstrate an ability to calculate unit prices, decipher “best before” dates, read ingredient lists, and understand how comparatively expensive convenience foods are;

PR2.11 - describe organic goods and explain their increased availability.

### Planning Notes

- **Centre 1**  
Teacher prepares a worksheet for students to record the following: government act that regulates food labeling in Canada, mandatory information required on food labels (e.g., nutrition information panel, nutrition claims, serving sizes, percentage of recommended daily intake etc.). Teacher obtains a sample food label containing as much of the above information as possible.
- **Centre 2**  
Teacher prepares a worksheet on food grading including: types of food grading, why foods are graded and food grading terms. Teacher purchases a variety of foods that are graded for centre activity (e.g., canned vegetable, canned fruit, eggs etc.).
- **Centre 3**  
Teacher prepares a work sheet on organic foods including the definition and the advantages / disadvantages of organic foods. Teacher collects a variety of different grocery store sale flyers. Teacher prepares a mini survey on chart paper to be tabulated by the class, with the following questions: Have you tried any organic foods? Does your family purchase organic foods and if so how often are they purchased? From what type of store are the organic food products purchased? Teacher tabulates survey results to share with class.

- 
- **Centre 4**  
Teacher provides information regarding food-shopping guidelines for good health and economy.
  - **Centre 5**  
Teacher produces an information sheet with two sections: “Buying guide for fruits” and “ Buying guide for vegetables”. Teacher purchases a fruit and a vegetable that are ripe/fresh and the same type of fruit and vegetable that are under ripe.
  - **Centre 6**  
Teacher produces a worksheet to record the following four areas: calculation of unit prices, best before dates, information on ingredient lists, and comparison costs of convenience foods. Teacher purchases two cans of the same brand of soup but of different sizes, two different food products with best before dates, a box of instant mashed potatoes and the ingredients required to make the same quantity of fresh mashed potatoes, a bottle of orange juice and one bottle of orange drink. Teacher prepares a quiz that encompasses all content learned during the activity.

### **Prior Knowledge Required**

- co-operative learning skills
- problem solving skills
- time management skills
- decision making skills

### **Teaching/Learning Strategies**

1. **Centre 1:** Students complete worksheet based on information and sample label provided.  
**Centre 2:** Students complete worksheet based on information provided and record grading of food products displayed at the centre.  
**Centre 3:** Students complete worksheet on organic foods with information provided at centre. Students examine a variety of grocery store flyers to comment on the availability of organic foods. Students complete mini survey on organic foods.  
**Centre 4:** Students read information provided by teacher and develop a brochure titled “Healthy and Economical Food Shopping Guidelines”. They must identify 10 healthy and economical guidelines to follow when shopping for foods.  
**Centre 5:** Students examine fruit A and fruit B as well as vegetable A and vegetable B to determine which of the vegetables and fresh fruits are ripe based on the criteria as outlined on the information sheet. Students record information on the worksheet provided.  
**Centre 6:** Students complete worksheet provided by teacher for the following four areas:
  - a) Teacher displays two cans of soup (same brand, prices marked) but different sizes. Students calculate the unit price of each to determine the most economical purchase.
  - b) Teacher displays two different products for students to determine the best before dates.
  - c) Teacher displays one bottle of fresh orange juice and one bottle of orange drink. Students determine the most nutritious product based on the ingredient panel.
  - d) Teacher provides students with the price of a package of instant mashed potatoes and the cost of any additional ingredients required to prepare the convenience product. Teacher provides students with the cost of fresh ingredients required to produce the same quantity of mashed potatoes. Students compare the cost of the convenience form to the home-made version.
2. Teacher reviews worksheets from all centres with class to ensure accuracy and completeness.
3. Teacher administers quiz.

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## Assessment/Evaluation

1. Formative assessment of completion and accuracy of worksheets.
2. Summative evaluation of student knowledge/ understanding with a quiz.

## Accommodations

- Student produces a mini report on the advantages and disadvantages of organic foods.
- With the use of grocery store flyers, students produce a shopping list based on the four food groups identifying healthy and economical food purchases.
- Students complete all assignments with a partner.

## Resources

### Teacher Resources

Agri-Food and Rural Affairs

<http://www.gov.on.ca/omafra>

Canadian Food Inspection Agency

<http://www/cfia-acia.agr.ca>

Health Canada

<http://www.hc-sc.gc.ca>

Kowtaluk, Helen and Alice Kopan. *Food For Today*. Lake Forest, U.S.A: McGraw Hill Ryerson, 1990.

Health Canada. *Using Food Labels to Choose Foods For Healthy Eating*. Ottawa: Minister of Supply and Services Canada, 1998.

Ministry of Agriculture and Food. *Labeling and Grading Fresh Ontario Fruits and Vegetables Factsheet*. Toronto: Ministry of Agriculture and Food, 1992.

National Institute of Nutrition

<http://www.nin.ca>

Ministry of Agriculture and Foods. *Budget-Wise Food Shopping, Factsheet*, Toronto: Ministry of Agriculture and Foods, 1993.

Seibert, M. and Evelyn Kerr. *Food for Life*. Toronto: McGraw Hill-Ryerson Ltd., 1994.

### Student Resources

Health Canada. *Using Food Labels to Choose Foods For Healthy Eating*. Ottawa: Minister of Supply and Services Canada, 1998.

Ministry of Agriculture and Foods. *Budget-Wise Food Shopping, Factsheet*, Toronto: Ministry of Agriculture and Foods, 1993.

Ministry of Agriculture and Food. *Labeling and Grading Fresh Ontario Fruits and Vegetables Factsheet*. Toronto Ministry of Agriculture and Food, 1992.

Seibert, M. and Evelyn Kerr. *Food for Life*. Toronto: McGraw Hill-Ryerson Ltd., 1994.

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### **Activity 3: Getting Ready to Cook**

**Time:** 300 minutes

#### **Description**

Students exercise Christian leadership in the achievement of individual and group goals through participation in food labs. Students demonstrate problem solving, conflict resolution and planning skills while executing the goals of the food lab. Students identify and demonstrate safe food handling practices, effective use of appropriate kitchen tools, accurate measuring and food preparation skills, and rules of mealtime etiquette while planning, preparing, and eating interesting and appealing meals.

#### **Strand(s) & Expectations**

##### **Ontario Catholic School Graduate Expectations:**

The graduate is expected to:

CGE5f - exercise Christian leadership in the achievement of individual and group goals.

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

##### **Overall Expectations:**

PRV.03 - summarize the practical factors and demonstrate the skills involved in producing appetizing and healthy foods for themselves and others;

SOV.04 - demonstrate knowledge of the rules of mealtime etiquette (within the classroom environment);

SSV.03 - demonstrate effective collaborative group skills.

##### **Specific Expectations:**

PR3.02 - identify, select and effectively use appropriate kitchen tools to plan and prepare interesting and appealing meals in co-operation with others;

PR3.03 - safely use, maintain, clean, and store tools and equipment used in food preparation;

PR3.04 - identify and demonstrate safe food handling practices, including kitchen safety, sanitary methods and proper food storage;

PR3.05 - demonstrate accurate measuring skills and appropriate food preparation techniques (e.g., stirring, beating, whipping, chopping, broiling, frying);

SO1.04 - demonstrate knowledge of correct mealtime etiquette;

SS3.03 - demonstrate collaborative problem solving, conflict resolution, and planning skills (e.g., division of labour, time management, equal participation, taking responsibility for one's component of the group activity), and be able to explain the need for these skills by referring to organizational theory.

#### **Planning Notes**

- Teacher sets up food lab for safety and sanitation activity.
- Teacher obtains video *Food Safety Can Be Fun* (Agri Food), and photocopies Let's Check at Home worksheets from the Educator's Guide (included with video).
- Teacher develops work sheets for each of the Learning centers.
- Teacher photocopies Appendix B - Pasta Salad Recipe worksheet.
- Teacher photocopies Appendix C - Work Schedule worksheet.
- Purchase ingredients for Pasta Salad Lab.
- Photocopy Scripture reading (Sirach 31: 12-25).

- 
- Develop self- and peer-evaluations for food lab.
  - Teacher obtains MSSB Family Studies Safety Manual Section 2, September 1993, and photocopies: General Safety Checklist, Kitchen Equipment Safety Checklist, Teacher's Safety Checklist, Parental Consent Form.
  - Develop a Getting Ready to Cook test that incorporates the concepts learned (safety, sanitation, emergency procedures, equipment, measurements) to be administered prior to participating in cooking strategy 6

**Notes:**

Distribute parental Consent Form to students to be signed by both parent and student prior to participation in Food Lab.

Inform students of any recycling activities that are normally practised in the classroom/lab (e.g., recycle, compost, use of environmentally friendly products)

**Prior Knowledge Required**

- co-operative group skills
- collaborative problem-solving and conflict-resolution skills

**Teaching/Learning Strategies**

1. Teacher sets up a food lab that displays safe and unsafe safety and sanitation practices (e.g., open cupboards, pan handles turned outward, hair nets, hand soap, meat on the counter). Students circulate around the room as though they are Health Inspectors and complete the following Safety Checklists, from the MSSB Family Studies Safety Manual: General Safety Checklist, Kitchen Equipment Safety Checklist, Teacher's Safety Checklist. Discuss as a class what was found and what should have been found.
2. Teacher provides definition of safety and sanitation. Students categorize findings under one of the headings safety or sanitation.
3. View video *Food Safety Can Be Fun* (Agri Foods), and complete worksheet Let's Check At Home (Food Safety Can Be Fun Educator's Guide - included with video)
4. Divide students into lab groups of three or four students. Groups circulate around the room and have 15 minutes each to complete of the following centres and corresponding teacher-generated worksheets:
  - a) Emergency Policies, Procedures, and Equipment – locate safety equipment available in the room as well as proper operation practices and complete worksheet.
  - b) Complete Appendix B - Pasta Salad Recipe worksheet and Appendix C - Work Schedule Equipment Identification – Match equipment to correct name and check with teacher answer key. Locate equipment within the individual food labs and record on worksheet.
  - d) Measuring – Follow steps outlined on handout to measure various foods (white/brown sugar, flour, shortening, water and salt) using second handout, students identify imperial measurements and the metric equivalent.
5. Students complete Getting Ready to Cook test. It is suggested that the students achieve an acceptable score in order to participate in the food lab. For homework, students who do not achieve an acceptable score can review, make corrections to the test, and resubmit it to participate in the food lab.
6. Students collect/assemble and prepare Pasta Salad recipe according to the completed work schedule. Throughout the food lab students should demonstrate safe food handling, measuring, and preparation techniques.

- 
7. Students read Sirach 31:2-25. Students discuss the rules of etiquette mentioned in the reading. Students develop a list of rules for family mealtime etiquette to be followed in the classroom environment.
  8. Students gather at the table to join in a 'Grace Before Meals' prayer and eat the food prepared.
  9. Students complete a self- and peer-evaluation of the food lab that assesses their collaborative problem solving and conflict resolution skills along with execution of lab safety and sanitation skills and the final product.

### **Assessment/Evaluation**

1. Diagnostic assessments of Safety Checklist.
2. Summative evaluation of Getting Ready to Cook test.
3. Formative assessment and summative evaluation of food lab.
4. Formative assessment of discussion about mealtime etiquette.
5. Formative assessment of co-operative group skills.

### **Accommodation**

- Students work in pairs to complete Safety Checklist.
- Students design a poster for safety and sanitation procedures.
- Students develop a jingle on safety and sanitation.
- Students develop a pictorial representation of safety and sanitation procedures.
- Students produce a children's book on safety in the kitchen.
- Students research and report on a food-borne illness, based on an aspect of unsafe food handling techniques.
- Students in wheelchairs are provided with a low table for food lab preparation.
- Step stools are provided where needed for safety reasons.

### **Resources**

#### Teacher References

*Food Safety Can Be Fun*. Ontario: Ontario Agri-Food Education, 1996.

*MSSB Family Studies Safety Manual Section 2*, September 1993.

Seibert, Myrtle and Evelyn Kerr. *Food for Life*. Toronto: McGraw-Hill Ryerson, 1994.

#### Student References

*Food Safety Can Be Fun*. Ontario: Ontario Agri-Food Education, 1996.

*MSSB Family Studies Safety Manual Section 2*, September 1993.

Seibert, Myrtle and Evelyn Kerr. *Food for Life*. Toronto: McGraw-Hill Ryerson, 1994.





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## Activity 4: Baking Bread, The Food of Life

**Time:** 225 minutes

### Description

Students learn the symbolism of bread as it pertains to our Catholic faith. Students have an opportunity to extend their faith by giving bread, a symbol of life, to the needy in their community. In planning and preparing a food lab and by working collaboratively in a group, students demonstrate their baking ability by altering and preparing a quick bread recipe. Students also become aware of valuable information that can be found in cookbooks.

### Strand(s) & Expectations

#### Ontario Catholic School Graduate Expectations:

The graduate is expected to:

CGE4b - demonstrate flexibility and adaptability;

CGE3c - think reflectively and creatively to evaluate situations and solve problems;

CGE2b - read, understand, and use written materials effectively.

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

#### Overall Expectations:

PRV.03 - summarize the practical factors and demonstrate the skills involved in producing appetizing and healthy foods for themselves and others.

#### Specific Expectations:

PR3.07 - use mathematical skills accurately in meal planning and recipe changes, employing both SI metric units and imperial measures;

PR3.09 - demonstrate the ability to follow a recipe, make substitutions, and alter portions as necessary;

PR3.10 - describe the useful information available in cookbooks (e.g., storage and preparation tips, conversion charts, food terms);

PR3.11 - demonstrate basic cooking and baking skills.

### Planning Notes

- Teacher prepares Socratic lesson on God's recipe for making bread by using the resource *Prayer Works for Teens*. Pages 15-16.
- Teacher ensures that about 10 cookbooks are available for students to examine.
- Teacher prepares a standard quick bread recipe worksheet with imperial measurements.
- Teacher purchases the video *A Guide to Good Baking*.
- Teacher books VCR and TV.
- Teacher invites a priest to conduct a ceremony to bless the bread.
- Teacher books the chapel for the bread ceremony.
- Teacher invites a speaker from a local Catholic organization that prepares meals for the needy in the community or organizes a trip to a local Catholic organization that prepares meals for the needy in the community.
- Teacher photocopies Appendix D - Bread Making Rubric

**Note:** Teacher informs students of any recycling activities that are normally practised in the classroom/lab (e.g., recycle, compost, use of environmentally friendly products)

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## Prior Knowledge Required

- school food lab safety and sanitation procedures
- proper food preparation techniques
- english writing skills
- collaborative/co-operative group skills
- writing reflective journal
- significance of scripture

## Teaching/Learning Strategies

1. Pairs of students examine the cookbook and:
  - list and describe useful information found in the cookbook.
  - list the different types of bread recipes found in the cookbook.Students share answers through a class discussion.  
Teacher continues discussion by asking the following question: What are the common ingredients found in the bread recipes?
2. Teacher delivers a Socratic lesson on God's recipe for baking bread.
3. Teacher divides the class into groups of three or four and gives each group a standard quick bread recipe that has imperial measurements. Each group must make the following changes to the recipe:
  - double the recipe;
  - convert imperial measurements to metric measurements;
  - make a substitution to the recipe to increase the nutritional value of the bread.Students submit the quick bread recipe with the above modifications for evaluation.
4. Students view quick bread segment of the video *A Guide to Good Baking*. Teacher reviews components of a recipe with students by examining the assigned quick bread recipe.
5. In assigned groups, students plan and prepare the following for the quick bread food lab: shopping lists, equipment/ utensil and supply list and detailed work schedule involving all group members.
6. Teacher reviews safety and sanitation procedures that students must follow when working in the food lab.
7. Groups complete the quick bread food lab by following their work schedule.
8. Teacher evaluates students by using the rubrics in Appendix D.
9. Groups gather in the chapel and place their bread in a basket on the altar. The invited priest/or teacher conducts a ceremony blessing the bread.
10. The invited local Catholic organization that prepares meals for the needy speaks to the students about their organization. Students donate the bread to the organization or the teacher takes students to the local Catholic organization that prepares meals for the needy. Students donate the bread and help serve meals for the day.
11. Students write a reflective journal entry on how they felt in giving bread, "The Food of Life", to the needy and how they can personally help the needy within their own Catholic community.

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## Assessment/Evaluation

1. Formative assessment of class participation in discussion on information found in cookbooks.
2. Summative evaluation of information found in cookbooks as recorded.
3. Summative evaluation of modifications made to the quick bread recipe.
4. Formative assessment and summative evaluation of the quick bread food lab using the rubrics in Appendix D.
5. Summative evaluation of reflective journal entry for completeness.
6. Formative assessment of co-operative group skills.

## Accommodations

- Student videotapes the group when making the quick bread.
- Student does a comparative study of the quality of bread when made in a bread machine, microwave or oven.
- Student produces a power point presentation on how to make quick bread.
- Student produces an audiotape on how to make quick bread.
- Students complete all assignments with a partner.
- Student develops a scrapbook of quick bread recipes.
- Students create a collage of different types of quick breads.
- Circulation pathways in the classroom/ food preparation areas should be cleared of all impediments for wheelchair access.
- Reproduce Quick Bread recipe in braille.

## Resources

### Teacher Resources

*Bible*. New Revised Standard Version.

Calerone-Stewart, Lisa-Marie. *Prayer Works for Teens Book 4*. Minnesota: Saint Mary's Press, 1997.

Donze, Mary Terese. *In My Heart Room, 21 Love Prayers for Children*. USA: Liguori, 1998.

*Guide to Good Baking*. Canada: McGraw-Hill, Ryerson, 1997. 13 minutes

### Student Resources

Cookbooks that are accessible in the classroom

## Appendix D: Sample Bread Making Rubric

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding	- demonstrates limited knowledge of how to make quick breads	- demonstrates some knowledge of how to make quick breads	- demonstrates considerable knowledge of how to make quick breads	- demonstrates extensive knowledge of how to make quick breads
Thinking/Inquiry	- uses critical thinking skills with limited effectiveness in planning work schedule for quick bread lab	- uses critical thinking skills with moderate effectiveness in planning work schedule for quick bread lab	- uses critical thinking skills with considerable effectiveness in planning work schedule for quick bread lab	- uses critical thinking skills with a high degree of effectiveness in planning work schedule for quick bread lab
Communication	- most of the work schedule, shopping list, equipment/utensil and supply list is difficult to follow	- some of the work schedule, shopping list, equipment/utensil and supply list is difficult to follow	- most of the work schedule, shopping list, equipment/utensil and supply list is easy to follow	- all of the work schedule, shopping list, equipment/utensil and supply list is easy to follow
Application	- needed assistance making substitutions for quick bread recipe  - needed assistance in preparation of quick bread	- needed little assistance in making substitutions for quick bread recipe  - needed little assistance in preparation of quick bread	- needed no assistance in making substitutions for quick bread recipe  - had no difficulty in preparation of quick bread	- helped other groups with their substitutions  - had no difficulty in preparation of quick bread and assisted others

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## Activity 5: Creative Meal Planning

**Time:** 300 minutes

### Description

Using *Canada's Food Guide*, students develop a shopping list based on meals that they planned and budgeted for a family with specifically defined needs. Students then plan, prepare, and serve one of their chosen meals for a celebratory lunch.

### Strand(s) & Expectations

#### Ontario Catholic School Graduate Expectations:

The graduate is expected to:

CGE4e - set appropriate goals and priorities in school, work and personal life;

CGE6d - value and nurture opportunities for family prayer;

CGE7 - contribute to the common good.

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

#### Overall Expectations:

PRV.03 - summarize the practical factors and demonstrate the skills involved in producing appetizing and healthy foods for themselves and others;

SOV.04 - demonstrate knowledge of the rules of mealtime etiquette (within the classroom environment).

#### Specific Expectations:

PR3.06 - plan and budget for a family's meals for one week and prepare a list for all ingredients;

PR3.08 - demonstrate an ability to schedule cooking times so all meal components are ready simultaneously;

SO1.03 - demonstrate creativity in planning, preparing, and serving a meal that meets the specifically defined needs and budget of a particular family.

### Planning Notes

- Teacher prepares a file of local food advertisements and coupons to plan meals.
- Teacher photocopies Appendix E - Sample Weekly Meal Plan Worksheet
- Teacher photocopies Appendix F - Sample Creative Meal Planning Rubric

### Notes:

Teacher needs to be cognisant of various cultural influences that may affect choices in meal planning. Teacher informs students of any recycling activities that are normally practiced in the classroom/lab (e.g., recycle, compost, use of environmentally friendly products).

### Prior Knowledge Required

- co-operative group skills
- significance of prayer
- knowledge of *Canada's Food Guide*
- food lab sanitation and safety skills
- lab organization and planning
- food etiquette
- problem-solving skills
- shopping guidelines

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## Teaching/Learning Strategies

1. Teacher divides students into same groups and situations that were formed in Activity 1 of this unit. (Single parent, health concern, etc.) As a class, review *Canada's Food Guide*. Students plan a weekly menu using Appendix E. The menu should take into consideration their family form, budget, and specific situation. When they are planning the menu for Sunday, they should plan for a Catholic celebration such as a Baptism, Confirmation or Patron Saint Day.  
Menus should be creative and appetizing as well as follow *Canada's Food Guide*.  
Have students prepare a shopping list of foods they will need to prepare these meals, using flyers and coupons provided. They should calculate the total cost and make adjustments to ensure that the weekly menu does not exceed the family budget. In their planning, students should apply the principles learned in this unit.
2. Groups sign up for what their family will contribute to the celebration (appetizers, entrée, dessert, salad, or breads).
3. Instruct each group to create a few verses of a prayer for the chosen celebration. After each group adds their verses, it is passed on to the next. Students should record the final prayer in their reflection journals.
4. Students plan, prepare, and serve their celebration lunch. Their work schedule should reflect the ability to plan meals so that all the food is finished simultaneously. Teacher uses Appendix F - Creative Meal Planning Rubric to evaluate meal plan.
5. Teacher conferences with students to select samples of Unit work to be included in their portfolio.

## Assessment/Evaluation

1. Formative assessment of students contribution to group assignment.
2. Summative evaluation of menus for one week according to criteria established in Rubric.
3. Summative evaluation of foods lab, students' food product, planning, preparation, and mealtime etiquette.
4. Summative evaluation of reflection journal for completeness.
5. Summative evaluation of portfolio selections.

## Accommodations

- Have students plan menus for one day with help of an educational assistant.
- Provide educational assistant to help during the lab.
- Have students prepare the list and shop for the lab.
- Students can input their weekly menu into a nutritional analysis software program such as *FoodFocus* to determine the menus' overall nutritional content.
- Students complete all assignments with a partner.

## Resources

### Teacher Resources

Seibert, Myrtle and Evelyn Kerr. *Food For Life*. Toronto: McGraw -Hill Ryerson, 1994.

### Student Resources

Seibert, Myrtle and Evelyn Kerr. *Food For Life*. Toronto: McGraw -Hill Ryerson, 1994.

Students may use cookbooks that are available to them in the classroom.

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## Appendix E: Sample Weekly Meal Plan

Group Members: \_\_\_\_\_

\_\_\_\_\_

Family Situation (single parent, health concern, etc.):

\_\_\_\_\_

	<b>Breakfast</b>	<b>Lunch</b>	<b>Dinner</b>	<b>Snack</b>
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday (identify Catholic Celebration)				

## Appendix F: Sample Creative Meal Planning Rubric

Group Members: \_\_\_\_\_

\_\_\_\_\_

	<b>Level 1 (50-59%)</b>	<b>Level 2 (60-69%)</b>	<b>Level 3 (70-79%)</b>	<b>Level 4 (80-100%)</b>
Knowledge	- needed assistance to complete a seven day meal plan	- needed some assistance to complete a seven day meal plan	- needed no assistance to complete a seven day meal plan	- helped others in developing a seven day meal plan
Thinking/Inquiry	- little attempt made to keep menus and shopping list within the specified budget	- some attempt made to keep menus and shopping list within the specified budget	- good attempt made to keep menus and shopping list within a specified budget	- menus and shopping list kept within a specified budget
Communication	- most of work schedule, shopping list, and menu was difficult to follow	- some of the work schedule, shopping list, and menu was difficult to follow	- most of the work schedule, shopping list, and menu was easy to follow	- all of the work schedule, shopping list, and menu was easy to follow
Application	- needed assistance to make adjustments in meal plan based on all criteria outlined in assignment	- needed some assistance to make adjustments in meal plan based on all criteria outlined in assignment	- needed no assistance to make adjustments to meal plan based on all criteria outlined in assignment	- helped others make adjustments to meal plans
Comments:		Overall Achievement Level:		

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

**Time:** 15 hours

### Unit Developer(s)

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

**Development Date:** July 13, 1999

### Unit Description

Students increase their knowledge of food and nutrition through reading, writing, oral presentation, and discussion. Students plan and prepare nutritious meals based on *Canada's Food Guide*. They apply appropriate strategies in assessing nutrition information for validity, reliability, accuracy, bias and relevance. Students learn and reflect upon Catholic teachings on the dignity of the human person as it applies to physical social, emotional, intellectual, and spiritual development.

### Strand(s) & Expectations

**Ontario Catholic School Graduate Expectations:** CGE2c, CGE2e, CGE3d, CGE4a, CGE5a, CGE5c, CGE5e, CGE5f.

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

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

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

### Activity Titles (Time + Sequence)

Activity 1	Health and Well-Being Throughout the Life Cycle	300 minutes
Activity 2	Personal Eating Habits	225 minutes
Activity 3	Food Advertising and Personal Food Choices	75 minutes
Activity 4	Food Additives	75 minutes
Activity 5	Finding Sound Food and Nutritional Resources	225 minutes

### Unit Planning Notes

Teacher will:

- develop necessary teaching aids;
- ensure a food lab facility is available;
- gather a variety of current magazines, newspapers, videos, Internet sites, articles, etc.;
- prepare worksheets specific to each activity;
- purchase necessary resources;
- read resources for background information;
- review School Board policy on computer/Internet use (safety/censorship);
- review School Board policy on safety in the food lab.

### Prior Knowledge Required

- ability to access information electronically
- collaborative/co-operative group learning

- 
- computer literacy skills
  - decision-making skills
  - effective verbal presentation skills
  - food etiquette
  - food preparation techniques
  - food safety skills
  - knowledge of mind mapping
  - library research skills
  - problem solving
  - significance of prayer
  - time management skills
  - use of proper bibliographical format
  - writing skills

### **Teaching/Learning Strategies**

Brainstorming

Collaborative/co-operative learning

Conferencing

Food preparation labs

Inquiry process

Issue-based analysis

Jigsaw

Journal writing

Mind map

Prayer/prayer planning

Problem-solving strategies

Report/presentation

Research

Sequence chart

Socratic lesson

Theological reflection

Word web

### **Assessment/Evaluation Strategies**

Activity/answer sheet

Class discussion

Classroom presentation

Food Lab planning and preparation

Formal/informal observation: group work and Food Lab

Peer evaluation

Portfolio

Portfolio self-assessment

Prayer development/celebration

Reflective Journal

Student/teacher conference

Written report/assignment

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## Assessment Tools

- anecdotal comments with suggestions for improvements (self/peer/teacher evaluation)
- checklist
- marking schemes
- rubrics

## Resources

### Teacher Resources

*Achieving Balanced Choices Update*. Ontario: Ontario Agri-Food Education Inc. Milton, Issue 26, May/June 1996.

*Bible*, New Revised Standard Version.

*FoodFocus* computer program

*From Both Sides*. Ontario: Ontario Agri-Food Education Inc. Milton, 1997.

Glosson, Linda et. al. *Creative Living*. New York: Glencoe: McGraw-Hill, 1997.

Health Canada. *Canada's Food Guide to Healthy Eating*. Ottawa: Health Canada Publications.

Health Canada. *Food Additive Pocket Dictionary*. Ottawa: Minister of Health, 1999.

Kowtaluk, Helen. *Discovering Nutrition*. Peoria, Illinois: Glencoe: McGraw-Hill, 1986.

Mehas, Kay Yockey and Sharon Lesley Rodgers. *Food Science*. New York: Glencoe: McGraw-Hill, 1997.

Pontifical Council for Social Communities. *Ethics In Advertising*. Boston: Pauline Books & Media, 1997.

Seibert, Myrtle and Evelyn Kerr. *Food For Life*. Toronto: McGraw Hill-Ryerson Ltd., 1994.

### Web Sites (as of June 13 1999)

Health Canada

[www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)

<http://ifse.tamu.edu/cknowledge/Food Additives.html>

<http://ifse.tamu.edu/cknowledge/fsisfoodadd.html>

<http://the daily apple.com/level3/13/fahl3.htm>

<http://www.trifax.org/menu/food.html>

### Videos

*Food Additives*. Classroom Video, 1997.

### Student Resources

*FoodFocus* computer program

Health Canada. *Food Additive Pocket Dictionary*. Ottawa: Minister of Health, 1999.

Kowtaluk, Helen. *Discovering Nutrition*. Peoria, Illinois: Glencoe: McGraw Hill, 1986.

Mehas, Kay Yockey and Sharon Lesley Rodgers. *Food Science*. New York: Glencoe: McGraw-Hill, 1997.

Seibert, Myrtle and Evelyn Kerr. *Food For Life*. Toronto: McGraw Hill Ryerson, 1994.

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## Activity 1: Health and Well-being Throughout the Life Cycle

**Time:** 300 minutes

### Description

Students learn the importance of food guidelines and be able to use them to plan nutritionally adequate meals. Students identify the nutrients in their food, their sources, and their functions. They research and analyze what is needed to maintain nutritional health and well-being for different dietary regimes. They also examine what is required at different stages of the life cycle to maintain good health and well-being. By planning nutritional meals and sharing their information they will begin to respect the dignity and welfare of others.

### Strand(s) & Expectations

#### Ontario Catholic School Graduate Expectations:

The graduate is expected to:

CGE4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others.

**Strand(s):** Personal and Social Responsibility and Social Science Research Skills

#### Overall Expectations:

PRV.01 - analyse the responsibilities involved in maintaining nutritional health and well-being;

SSV.01 - demonstrate appropriate use of social science research methods in the investigation of food-related issues.

#### Specific Expectations:

PR1.01 - identify nutrients, and their sources, required for maintaining good health at different stages of the life cycle;

PR1.02 - explain the purpose of food guidelines (e.g., *Canada's Food Guide*, Native Peoples Food Guides, Health Associations Food Guide);

PR1.06 - use appropriate food guides or other materials to plan nutritionally adequate meals in a group setting;

PR2.12 - identify different types of dietary regimes and the reasons behind these dietary choices;

SS1.01 - correctly use food and nutrition terminology (e.g., “nutrients”, “food security”, “vegetarian”, “food additives”).

### Planning Notes

- Teacher develops a short Socratic lesson on rubrics (provide students with common labels used in the four levels of achievement) and photocopy blank rubric for students to complete and use to evaluate their group research project and presentation.
- Teacher prepares a Socratic lesson (one page summary overhead) on nutrients, food sources, and their functions at different stages of the life cycle.
- Teacher prepares a one-page worksheet on nutrients, food sources, and functions.
- Teacher gathers four or five different food guidelines (see Teacher Resources for contacts)
- Teacher develops a worksheet for each food guideline. The worksheet should include the following questions:
  - Explain the purpose of the food guideline.
  - List 10 important facts from the food guidelines that will help you plan meals.

- 
- Teacher prepares questions for a game of ‘Nutrijeop’ (a categories game that poses questions on nutrition terminology, nutrients, etc.).
  - Teacher prepares files on nutritional requirements of different dietary regimes.
  - Teacher prepares the rubric for summary sheets on nutritional requirements of various dietary regimes.
  - Teacher photocopies students’ summary sheets.

### **Prior Knowledge Required**

- co-operative group skills
- problem-solving skills
- English writing skills
- effective verbal skills
- reading skills
- writing reflective journals

### **Teaching/Learning Strategies**

1. Teacher hands out blank rubric and gives a Socratic lesson on developing criteria for a rubric. As a class students develop criteria for Appendix A - Nutritional Health and Well-Being Rubric
2. Teacher gives a Socratic lesson, using overhead on nutrients, their functions, and food sources. Students fill in a worksheet (one page) during the lesson on nutrients.
3. Teacher divides the class into groups of three or four students. Each group is given a specific stage of the life cycle or dietary regime (e.g., athlete, vegetarian, diabetic, infant, child, adolescent, adult, elderly, heart or stroke patient, or people with food allergies, etc...) and a specific food guideline (e.g., *Canada's Food Guide*, Cancer Society Food Guideline, Heart and Stroke Food Guideline, etc...). Each group:
  - reads the given food guideline and complete "Food Guideline Worksheet." (Prepared by teacher)
  - researches the nutritional requirements of the assigned stage of the life cycle or dietary regime. Research is done in class using resources provided in files, and/or class text. Prepare a summary sheet with a list of at least 10 requirements (e.g., number of servings from *Canada's Food Guide*, high in fat, low in sodium, etc...).
  - Plan nutritionally adequate meals for one day using the given food guide that incorporates the food needs of the given stage of the life cycle or dietary regime.Groups present their meal plans to the class including the purpose of the assigned food guide. After presentations, students complete and hand in the rubric they developed.
4. Teacher photocopies the summary sheets and worksheets from each group to be used as a study guide by all students. Hand out the summary sheets and allow students twenty minutes to review information for ‘Nutrijeop’ game. Ask students to fill in self-evaluation rubrics on summary sheets.
5. Play ‘Nutrijeop’.
6. Students write in their reflection journals how they can respect the diversity of people’s specialized dietary regimes as well as meet their nutritional needs throughout the life cycle.

### **Assessment/Evaluation**

1. Formative assessment of student’s contribution to group assignment.
2. Formative assessment of group work.
3. Summative evaluation of research/presentation using rubric developed by students.
4. Summative evaluation of reflection journal.

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## Accommodations

- Have students prepare a collage of appropriate snacks for small children with the help of an educational assistant.
- Have students plan a day's menu for a vegetarian.
- Have students interview a grandparent on their eating habits and compare those habits to the requirements needed to maintain good nutritional health and well-being.
- Have students create a crossword puzzle on Food and Nutrition terminology.
- Student can plan meals through pictures rather than writing.
- Have a group member read orally the information from the given food guideline.
- Student gives answers orally and another group member records the information.
- Student works with a partner to complete all assignments.

## Resources

### Teacher Resources

Anderson, B. and S. Collins. *Authentic Assessment Rubrics*. Waterloo, Ontario: Waterloo Region Roman Catholic Separate School Board

Anderson, B. and S. Collins. *Workshop Series #3 Authentic Assessment Rubrics*. Waterloo, Ontario: Waterloo Region Roman Catholic Separate School Board

Health Canada. *Canada's Food Guide to Healthy Eating*. Ottawa: Health Canada Publications.

Health Canada

[www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)

Kowtaluk, Helen. *Discovering Nutrition*. Peoria, Illinois: Glencoe: McGraw-Hill, 1986.

Mehas, Kay Yockey and Sharon Lesley Rodgers. *Food Science*. New York: Glencoe: McGraw-Hill, 1997.

Siebert, Myrtle and Evelyn Kerr. *Food For Life*. Toronto: McGraw-Hill Ryerson Limited, 1994.

### Student Resources

Kowtaluk, Helen. *Discovering Nutrition*. Peoria, Illinois: Glencoe: McGraw-Hill, 1986.

Mehas, Kay Yockey and Sharon Lesley Rodgers. *Food Science*. New York: Glencoe: McGraw-Hill, 1997.

Siebert, Myrtle and Evelyn Kerr. *Food For Life*. Toronto: McGraw-Hill Ryerson Limited, 1994.

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## Appendix A: Sample Health and Well-Being Throughout the Life Cycle Rubric

Name: \_\_\_\_\_ Research Topic: \_\_\_\_\_

<b>Categories</b>	<b>Level 1 (50-59%)</b>	<b>Level 2 (60-69%)</b>	<b>Level 3 (70-79%)</b>	<b>Level 4 (80-100%)</b>
Knowledge/ Understanding  - completion of food guideline worksheet				
Thinking/Inquiry - research nutritional requirements of lifecycle on dietary regime				
Communication  - summary sheet- oral presentation				
Application  - one day meal plan				

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## Activity 2: Personal Eating Habits

**Time:** 225 minutes

### Description

Students determine the factors responsible in maintaining health and well-being. They evaluate personal eating habits and describe the effects of food habits on physical, emotional, and psychological well-being. Students also analyse the relationship between eating breakfast, and school performance and attitudes. Students work effectively as an interdependent team member to prepare a breakfast celebration.

### Strand(s) & Expectations

#### Ontario Catholic School Graduate Expectations:

The graduate is expected to:

CGE5a - work effectively as an interdependent team member;

CGE5f - exercise Christian leadership in the achievement of individual and group goals;

CGE5c - develop one's God-given potential and make a meaningful contribution to society.

**Strand(s):** Personal and Social Responsibility

#### Overall Expectations:

PRV.01 - analyse the responsibilities involved in maintaining nutritional health and well-being.

#### Specific Expectations:

PR1.03 - analyse the relationship between eating breakfast, and school performance and attitudes;

PR1.04 - describe the effects of food habits on physical, emotional, and psychological well-being;

PR1.05 - evaluate personal eating habits.

### Planning Notes

Teacher creates Food Habits that Contribute to Health and Well-being activity sheet.

Teacher gathers foods in varying amounts for completion of Appendix B – the Sample Preparation of Food Focus Program activity sheet to assist students with visually estimating food measurements in order to complete the Food Focus Sample Record of Food Intake activity sheet.

Teacher photocopies Appendix C - Record of Food Intake activity sheet.

Teacher photocopies Appendix D - English Muffin Pizzas recipe.

Teacher creates 'Breakfast Survey' activity sheet.

Teacher provides a prayer.

Teacher books computer lab.

Teacher instructs students that they may invite one other Grade 9 student, along with a teacher to join the class for a 'Break-the-Fast Celebration' prior to school on the third day of this activity.

**Note:** Teacher informs students of any recycling activities that are normally practised in the classroom/lab (e.g., recycle, compost, use of environmentally friendly products).

### Prior Knowledge Required

- computer skills
- co-operative group skills
- significance of prayer
- knowledge of mind mapping
- problem-solving skills
- safety and sanitation skills

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## Teacher/Learning Strategies

1. Review Health and Well-being (see Unit 1, Activity 2).
2. Students create a mind map with 'health and well-being' in the center, focusing on: nutrition, physical fitness, environment, communication, stress management, responsibility for self (nutritious food choices, regular physical activity, maintenance of ideal body mass).  
Discussion question: Do you believe that you have achieved and are maintaining health and well-being? Why/why not?
3. Student's complete teacher generated questionnaire on Food Habits that Contribute to or Hinder Overall Health and Well-being. As a class take up and discuss results. Discussion focuses on questions related to breakfast (e.g., who skipped breakfast, reasons for skipping breakfast, who consumed an empty-calorie food vs. a nutrient dense/complete breakfast and why?) Teacher led class discussion on:
  - a) the importance of breakfast
  - b) empty calorie vs. nutrient dense foods
  - c) mid-morning slump and the correlation to time spent in school and school performance, emotional, physical and psychological effects on the body
  - d) 'break-the-fast'Copy teacher-generated note into notebook.
4. Students gather around assembled food and complete Appendix B – Sample Preparation for the Food Focus Program activity sheet to allow them an opportunity to begin visualizing estimated amounts of food.
5. Teacher distributes and explains Appendix C Sample Record of Food Intake activity sheet, to be completed as homework for next day's computer lab.
6. Students assemble the components of the 'Break-the-Fast Celebration' in a lab. Students prepare English Muffin Pizzas (see Appendix D), and juice to be served in a common room to all invited grade nine students and teachers. The 'pizzas' are to be prepared and frozen demonstrating that a nutritious, economical, and quick breakfast can be easily achieved. Students lead invited guests in a 'break-the-fast' prayer as part of the celebration. Prayers should be recorded in their Reflection Journals. On the morning of the celebration students may be divided into groups of four or five students and assigned to specific tasks: lead prayer, serve, clean-up, distribute, collect and tally teacher-generated 'Breakfast Survey'
7. Students input 'Record of Food Intake' information onto *FoodFocus* program. Printed results are analysed for homework based on teacher-generated handout to evaluate personal eating habits.

## Assessment/Evaluation

1. Formative assessment of mind map
2. Formative assessment of class discussions
3. Summative evaluation of Food Habits that Contribute to Overall Health and Well-Being activity sheet
4. Summative evaluation of Food focus Sample Record of Food Intake activity sheet and analysis of results
5. Formative assessment and summative evaluation of English Muffin Pizza lab and 'Break-the Fast Celebration'
6. Formative assessment of co-operative group skills

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## **Accommodations**

- Students create a Health and Well-Being Brochure.
- Students create a poster or fact sheet depicting Nutritional Breakfast Choices.
- Students develop a prayer for the 'Break-the Fast Celebration' for homework.
- Students may invite the local feeder school to the Celebration.
- Student works with a partner to complete all assignments.
- Teacher provides remediation at lunch or after school for students experiencing difficulty completing Food Focus assignment.

## **Resources**

### Teacher Reference

*FoodFocus* computer program

Siebert, Myrtle and Evelyn Kerr. *Food For Life*. Toronto: McGraw-Hill Ryerson Limited, 1994.

### Student Reference

*FoodFocus* computer program

Siebert, Myrtle and Evelyn Kerr. *Food For Life*. Toronto: McGraw-Hill Ryerson Limited, 1994.

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## Appendix B: Sample Preparation for the Food Focus Program

The following exercise is intended to help students visually guesstimate serving sizes of food according to *Canada's Food Guide*.

<b>Food Item</b>	<b>'Guesstimate'</b>	<b>Actual Serving Size</b>
pasta		
pasta (with sauce)		
cereal		
cereal (with milk)		
salad		
chips		
peanut butter		
jello		
brown beans		
butter		
milk		
juice		
green pepper		
french fries		
mayonnaise		
ketchup		
mustard		
cheddar cheese		
pepper		
salt		

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## Appendix C: Sample Record of Food Intake

Day 1 Date: \_\_\_\_\_

### Food Items

### Amount

#### Breakfast:

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#### Snack (breakfast-lunch)

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#### Lunch:

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#### Snack (lunch-dinner)

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#### Dinner:

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#### Snack (after dinner):

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## Appendix D: English Muffin Pizza

### Ingredients:

4 English Muffins

1 cup of tomato sauce

1 tsp. of oregano

$\frac{3}{4}$ cup of each of three of the following options:

(mushrooms, green pepper, chicken, ground beef, onion, pepperoni, olives, other).

1 cup of grated mozzarella cheese

pinch each of salt and pepper

1 tsp. of garlic powder (optional)

### Method:

1. Measure all ingredients.
2. Slice the optional ingredients.
3. If using ground beef or chicken, cook until done.
4. Preheat oven to 400F.
5. Slice the English Muffins in half and place on an un-greased cookie sheet.
6. On top of each English Muffin, place the tomato sauce, spices, cheese and then optional ingredients.  
**Note:** At this point the pizza could be frozen and baked at a later date
7. Bake mini pizzas for 20 minutes or until slightly brown, and cheese begins to bubble.

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## Activity 3: Food Advertising and Personal Food Choices

**Time:** 75 minutes

### Description

Through the use of Scripture and Catholic Teaching in the media, students become aware of the influence of marketing and advertising on personal food choices. Through Catholic scripture students become aware of the importance of becoming an informed consumer to avoid food advertisement deception when making personal food choices.

### Strand(s) & Expectations

#### Ontario Catholic School Graduate Expectations:

The graduate is expected to:

CGE3d - make decisions in light of gospel values with an informed moral conscience.

**Strand(s):** Personal and Social Responsibilities

#### Overall Expectation:

PRV.02 - identify consumer responsibilities in the investigation of current food issues.

#### Specific Expectations:

PR2.05 - describe the influence of marketing and advertising on personal food choices;

PR2.09 - examine the relationship between consumer awareness and food marketing.

### Planning Notes

- Teacher collects a variety of food packages and food advertisements from print sources for teaching/learning strategy 2.
- Teacher purchases and prepares food samples for food tasting teaching/learning strategy 4. Buy four different brands of one type of food. One brand should be “no name”. Have four small containers for each student with the different brands of food. Number the containers 1, 2, 3, and 4.
- Teacher prepares overhead on scripture reading Ephesians 5:6

### Prior Knowledge Required

- Writing Reflective journal
- Significance of Scripture reading

### Teaching/Learning Strategies

1. Have students brainstorm some current nutritional concerns for consumers (e.g., calories, low fat, high fibre, low sugar, organic, nutritious, etc.) List concerns on board for students to record in notebook.
2. Students examine food packages and advertisements from magazines given by the teacher. Teacher leads class discussion by asking the class the following questions:
  - a) How do food advertisers use current nutritional concerns of consumers (e.g., oat bran) to market their food products?
  - b) Why do they do this? Students record responses in notebook.
3. Students use notebooks to record the name of the first food product that comes to mind when the teacher says: pop, chips, orange juice, chocolate, cereal.  
Teacher leads discussion by asking the following questions:
  - a) How many of your answers are brand names?
  - b) Have you tried other brands? Why or why not?
  - c) Why did you choose this product? Students record responses in notebook.

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4. Teacher gives students samples of four different brands of the same food (e.g., chips or juice), one being “no name”. Students taste each sample and select the one they like the best. Teacher gives the student the name of the food brands. Students match each food with what they think to be the brand name. Teacher leads a class discussion by asking the following questions:

- Which food sample did you like the best?
- Which brand do you think it is?
- How many assumed the brand name was the best?
- Why did you think that the brand name was the best product?

Teacher identifies each food with the proper brand name. Students compare with what they liked best. Teacher leads a discussion by asking the following question:

- Have you been deceived?

From overhead teacher reads to the class Ephesians 5:6 “Let no one deceive you...” as well as reviews quotes from Catechism of the Catholic Church (see Unit 1-10 of document, "Ethics In Advertising") to aid in the following discussion.

Teacher leads discussion by asking the following question:

- a) As a Catholic, what are we being asked to do about food advertisements?
- b) As a Catholic, how would you avoid being deceived by food advertisements.

5. Students write a reflective journal entry describing the influence of marketing and advertising on personal food choices and how they as a Catholic can make informed decisions about personal food choices when purchasing food. Submit for evaluation.
6. For homework (as an introduction to the next activity), the teacher assigns students to read either Textbook or *Food Additive Pocket Dictionary*. Teacher assigns students to bring in a package (preferably empty) of their favourite processed food. (e.g., Kraft Dinner, ice cream, frozen lasagna, Beefaroni, etc.)

### **Assessment/Evaluation**

1. Formative assessment of brainstorming current nutritional concerns of consumers.
2. Formative assessment of discussions.
3. Summative evaluation of journal for completion.

### **Accommodations**

- Teacher photocopies notes for student.
- Student will use laptop computer to write reflective journal entry.
- Student can prepare a jingle on how not to be deceived by food advertisements when making food choices.
- Student works with a partner to complete all assignments.

### **Resources**

#### Teacher Resources

*Bible*, New Revised Standard Version.

Glosson, Linda, et al. *Creative Living*. New York: Glencoe: McGraw-Hill, 1997.

Pontifical Council for Social Communities. *Ethics In Advertising*. Boston: Pauline Books & Media, 1997.

Siebert, Myrtle and Evelyn Kerr. *Food For Life*. Toronto: McGraw-Hill, Ryerson Limited, 1994.

#### Student Resources

Glosson, Linda, et al. *Creative Living*. New York: Glencoe: McGraw-Hill, 1997.

Siebert, Myrtle and Evelyn Kerr. *Food For Life*. Toronto: McGraw-Hill, Ryerson Limited, 1994.

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## Activity 4: Food Additives

**Time:** 75 minutes

### Description

Through the examination of different processed food products, students identify additives commonly used in their food, their uses and their functions. Students reflect on the use and integration of Catholic social and ethical teaching when analysing information given in media and technology information systems to enhance the quality of life.

### Strand(s) & Expectations

#### Ontario Catholic School Graduate Expectations:

The graduate is expected to:

CGE2e - use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

**Strand(s):** Personal and Social Responsibility

#### Overall Expectations:

PRV.02 - identify consumer responsibility in the investigation of current food issues.

#### Specific Expectations :

PR2.10 - use a variety of print or electronic reference tools and telecommunication tools to build a knowledge base on the use and function of food additives.

### Planning Notes

- Teacher gathers extra packages for students who cannot or do not bring in the assigned empty package of food.
- Teacher books computer lab.
- Teacher prepares overhead as outlined in teaching/learning strategy 4.
- Teacher prepares overhead listing advantages and disadvantages of additives.

### Prior Knowledge Required

- problem-solving skills
- computer skills

### Teaching/Learning Strategies

1. Teacher takes up assigned homework on reasons why additives are used. Teacher records responses on board for students to add to their previously recorded lists.
2. Brainstorm a definition of food additives and compare to definition listed in text. Students record formal definition in their notebook.
3. Students research the additives they have identified on their food packages to see possible functions. (use either the *Food Additive Pocket Dictionary* or a web site)
4. Teacher shows overhead outlining the concepts previously discussed in Unit 1, Activities 3 and 4 that pertain to Catholic social and ethical teaching with respect to marketing and advertising. With these Catholic teachings in mind students apply their knowledge of food additives to develop a chart with the following three columns:

Using Food Additives in our Daily Lives		
Acceptable	Use with Caution	Avoid

Teacher displays overhead with list of advantages and disadvantages of food additives and students compare with their notes checking for completeness.

### Assessment/Evaluation

1. Summative evaluation of additive assignment.
2. Summative evaluation of reflection journals.

### Accommodations

- Students work in pairs to complete activities.
- Students compare home-made food items for taste, texture, storage, etc., against similar processed food items.
- Students research the use of particular food additives in food.

### Resources

#### Teacher Resources

Seibert, Myrtle and Evelyn Kerr. *Food For Life*. Toronto: McGraw Hill Ryerson, 1994.  
Health Canada. *Food Additive Pocket Dictionary*. Ottawa: Minister of Health, 1999.

#### Student Resources

Seibert, Myrtle and Evelyn Kerr. *Food For Life*. Toronto: McGraw Hill Ryerson, 1994.  
Health Canada. *Food Additive Pocket Dictionary*. Ottawa: Minister of Health, 1999.

#### Web Sites (as of June 13 1999)

[http://ifse.tamu.edu/cknowledge/Food Additives.html](http://ifse.tamu.edu/cknowledge/Food%20Additives.html)  
[http://the daily apple.com/level3/13/fahl3.htm](http://the%20daily%20apple.com/level3/13/fahl3.htm)  
<http://ifse.tamu.edu/cknowledge/fsisfoodadd.html>  
<http://www.trifax.org/menu/food.html>

#### Videos

*Food Additives*. Classroom Video, 1997.

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## **Activity 5: Finding Sound Food and Nutrition Resources**

**Time:** 225 minutes

### **Description**

Students gain knowledge of the process involved in evaluating print and electronic resources pertaining to food and nutrition. Through the evaluation of several print sources, they develop a scrapbook containing reliable nutrition sources.

### **Strand(s) and Expectations**

#### **Ontario Catholic School Graduate Expectations:**

The graduate is expected to:

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

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

#### **Overall Expectations**

SSV.01 - demonstrate appropriate use of social science research methods in the investigation of food related issues;

PRV.02 - identify consumer responsibility in the investigation of current food issues.

#### **Specific Expectations:**

SS1.08 - distinguish between research evidence and opinions;

SS1.09 - evaluate print and electronic resources on food and nutrition for validity, reliability, accuracy, bias, and relevance;

PR2.04 - 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;

PR2.06 - produce a compilation of reliable resources of nutrition information.

### **Planning Notes**

- Teacher books library/learning resource center.
- Teacher obtains three different nutrition related print sources (one credible article, one article lacking credibility, and an advertisement for a food product or service).
- Teacher produces overhead - How to Evaluate Print and Electronic Resources.
- Teacher develops assignment sheet - Nutrition Resource Analysis Assignment instructing the students to: locate six articles of high quality from a variety of sources (Internet, magazines, newspapers, etc.), highlight the most important information in each article and write a one to two paragraph précis for each, write a one to two paragraph analysis of the criteria outlined in teaching/learning strategy 1, record the bibliographic information in proper format, and neatly mount all this information in a scrapbook to create a reliable source of nutrition information.
- Teacher prepares a take home test that covers the unit content.

### **Prior Knowledge Required**

- library research skills
- social science research skills
- decision-making skills
- problem-solving skills

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## Teaching/Learning Strategies

1. Teacher distributes three different nutrition print sources to students and writes the following questions on the blackboard to be answered by students:
  - a. From what print media does each source come? Does this influence the reliability of the source? Why?
  - b. Highlight any facts or statistics that are contained in any of the sources. Which one seems more credible? Why?
  - c. Do any of the sources make statements that are not supported by a reasonable fact or statistic? If yes, identify that source.
  - d. Do any of the sources make reference to a qualified professional or organization (e.g., a registered dietitian or Health Canada)?
  - e. When was each source published? Does the date of publication have any impact on how reliable the source is?
  - f. Who is the author of each source? Is there any information that describes their qualifications?
  - g. Do one or more of the sources try to sell or convince you to use a certain food product or service? Students are asked to rank the sources from most to least credible.
2. Teacher shows students overhead How to Evaluate Print and Electronic Resources. Students give examples of each of the following in their notebooks: bias, fact versus opinion, validity, reliability, etc from the articles they analysed. As a class, students discuss their findings.
3. Students are asked to identify possible nutrition issues that were studied in this unit for further research to complete the Nutrition Resource Analysis assignment (e.g., breakfast, the importance of calcium in our diet, vegetarianism, etc...). In the library resource center, students obtain their articles for the assignment and bring them to class next day. The following day students complete each article analysis with teacher conferencing if necessary.
4. Students submit completed assignment for evaluation.
5. Students select three pieces of work to go into their portfolio.
6. Teacher hands out take-home test that covers content of this unit that is due in three days.

## Assessment/Evaluation

1. Summative evaluation of completion of questions pertaining to articles distributed.
2. Summative evaluation of student's personal analysis of How to Evaluate Print and Electronic Resources.
3. Summative evaluation of Nutrition Resource Analysis assignment.
4. Summative evaluation of portfolio selections.
5. Summative evaluation of unit test.

## Accommodations

Student writes an article for students in the school newspaper or produces a pamphlet on "How to find Reliable Resources".

Student works with a partner to complete all assignments.

Enlarge photocopies of articles and/or audiotape articles for visually impaired students.

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## **Resources**

### Teacher Resources

*Achieving Balanced Choices Update*. Ontario: Ontario Agri-Food Education Inc. Milton, Issue 26, May/June 1996.

*From Both Sides*. Milton: Ontario Agri-Food Education Inc. 1997.

Seibert, M & Evelyn Kerr. *Food For Life*. Toronto: McGraw Hill-Ryerson Ltd., 1994.

### Student Resources

Glosson, Linda, et al. *Creative Living*. New York: Glencoe: McGraw-Hill, 1997.

Seibert, M and Evelyn Kerr. *Food For Life*. Toronto: McGraw Hill-Ryerson Ltd., 1994.

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# Ontario Catholic Graduate Expectations

## Food and Nutrition, Open, Grade 9

### Catholic Graduate Expectations (OCSGE)

#### Investigation of Food Choices

- CGE1h - respects the faith traditions, world religions, and the life-journeys of all people of good will;
- CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d - writes and speaks fluently in one or both of Canada's official languages;
- CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life;
- CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;
- CGE4g - examines and reflects on one's personal values, abilities and aspiration influencing life's choices and opportunities;
- CGE5a - works effectively as an interdependent team member;
- CGE5b - thinks critically about the meaning and purpose of work;
- CGE5f - exercises Christian leadership in the achievement of individual and group goals;
- CGE6c - recognizes human intimacy and sexuality as God given gifts, to be used as the Creator intended.

#### Food Needs of Individual and Families

- CGE2b - reads, understand and uses written materials effectively;
- CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;
- CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;
- CGE4b - demonstrates flexibility and adaptability;
- CGE4e - sets appropriate goals and priorities in school, work, and personal life;
- CGE5a - works effectively as an interdependent team member;
- CGE5e - respects the rights, responsibilities and contributions of self and others;
- CGE5f - exercises Christian leadership in the achievement of individual and group goals;
- CGE6a - relates to family members in a loving, compassionate and respectful manner;
- CGE6c - values and honours the important role of the family in society;
- CGE6d - values and nurtures opportunities for family prayer;
- CGE7j - contributes to the common good.

#### Nutrition, Health & Well-Being

- CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life;
- CGE3d - makes decisions in light of gospel values with an informed moral conscience;
- CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE5a - works effectively as a interdependent team member;
- CGE5c - develops one's God-given potential and makes a meaningful contribution to society;
- CGE5e - respects the rights, responsibilities and contributions of self and others;
- CGE5f - exercise Christian leadership in the achievement of individual and group goals;

#### Body Image

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CGE1e - speaks 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";

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4d - responds to, manages, and constructively influences change in a discerning manner;

CGE4h - participates in leisure and fitness activities for a balanced and healthy lifestyle;

CGE7b - accepts accountability for one's own actions.

### **Food From a Canadian Global Perspective**

CGE1a - illustrates a basic understanding of the saving story of our Christian faith;

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

CGE1h - respects the faith traditions, world religions, and the life-journeys of all people of good will;

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE3a - recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;

CGE3b - creates, adapts, and evaluates new ideas in light of the common good;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE3f - examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society;

CGE4c - takes initiative and demonstrates Christian leadership;

CGE5c - develops one's God-given potential and makes a meaningful contribution to society;

CGE5e - respect the rights, responsibilities and contributions of self and others;

CGE5f - exercises Christian leadership in the achievement of individual and group goals;

CGE6d - values and nurtures opportunities for family prayer;

CGE6e - ministers to the family, school, parish, and wider community through service;

CGE7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

CGE7f - respects and affirms the diversity and interdependence of the world's peoples and cultures;

CGE7g - respects and understands the history, cultural heritage and pluralism of today's contemporary society;

CGE7I - respects the environment and uses resources wisely.

### **Self and Others**

#### **Overall Expectations**

SOV.01 - complete an assessment of the importance of meeting the food needs of family members;

SOV.02 - identify the various of reasons behind the choices people make about food;

SOV.03 - analyse the importance of each family member's contribution to the selection, preparation and serving of food;

SOV.04 - demonstrate knowledge of the rules of mealtime etiquette (within the classroom environment).

### **Food Needs of Individuals and Families**

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SO1.01 - demonstrate an understanding that providing for the food needs of family members can influence family relationships;

SO1.02 - analyse the food needs of individuals of different ages who have varying time schedules, food preferences, and health concerns (e.g., toddlers with food allergies, vegetarian adolescents, adults on fat-reduced diets) and determine how these needs might be met;

SO1.03 - demonstrate creativity in planning, preparing, and serving a meal that meets the specifically defined needs and budget of a particular family or individual;

SO1.04 - demonstrate knowledge of correct mealtime etiquette;

SO1.05 - describe ways that individuals and family members can contribute to the provision of food (e.g., growing fruits, vegetables, and herbs; planning meals; shopping for food items; preparing meals).

### **Food Choices**

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

SO2.02 - categorize the reasons why people eat the foods they eat (e.g., cultural, emotional, environmental, nutritional, religious, social);

SO2.03 - explain how families, peers, and the media influence an individual's food choices and habits.

### **Personal and Social Responsibilities**

#### **Overall Expectations**

PRV.01 - analyse the responsibilities involved in maintaining nutritional health and well-being;

PRV.02 - identify consumer responsibility in the investigation of current food issues;

PRV.03 - summarize the practical factors and demonstrate the skills involved in producing appetizing and healthy foods for themselves and others.

#### **Nutritional Health and Well-Being**

PR1.01 - identify nutrients, and their sources, required for maintaining good health at different stages of the life cycle;

PR1.02 - explain the purpose of food guidelines (e.g., *Canada's Food Guide*, Native People's Food Guides, Health Associations Food Guides);

PR1.03 - analyze the relationship between eating breakfast, and school performance and attitudes;

PR1.04 - describe the effects of food habits on physical, emotional, and psychological well-being;

PR1.05 - evaluate personal eating habits;

PR1.06 - use appropriate food guides or other materials to plan nutritionally adequate meals in a group setting.

#### **Consumer Awareness**

PR2.01 - produce general food-shopping guidelines that are efficient and economical;

PR2.02 - demonstrate an understanding of Canada's food-grading practices and food-labeling regulations and terms (e.g., nutrition information and claims, serving size, percentage of recommended daily intake);

PR2.03 - produce an investigation of current food-marketing techniques directed at different age groups;

PR2.04 - 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;

PR2.05 - describe the influence of marketing and advertising on personal food choices;

PR2.06 - produce a compilation of reliable sources of nutrition information;

PR2.07 - describe how to identify fresh, ripe produce;

PR2.08 - demonstrate an ability to calculate unit prices, decipher "best before" dates, red ingredient lists, and understand how comparatively expensive convenience foods are;

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- PR2.09 - examine the relationship between consumer awareness and food marketing;
- PR2.10 - 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;
- PR2.11 - describe organic goods, and explain their increased availability;
- PR2.12 - identify different types of dietary regimens, and the reasons behind these dietary choices.

### **Practical Skills**

- PR3.01 - plan meals that address factors such as nutritional needs, age, likes and dislikes, activity levels, special diets, and considerations related to time, money, and effort;
- PR3.02 - identify, select, and effectively use appropriate kitchen tools to plan and prepare interesting and appealing meals in cooperation with others;
- PR3.03 - safely use, maintain, clean, and store tools and equipment used in food preparation;
- PR3.04 - identify and demonstrate safe food-handling practices, including kitchen safety, sanitary methods, and proper food storage;
- PR3.05 - demonstrate accurate measuring skills and appropriate food-preparation techniques (e.g., stirring, beating, whipping, chopping, broiling, frying);
- PR3.06 - plan and budget for a family's meals for one week and prepare a list of all ingredients;
- PR3.07 - use mathematical skills accurately in meal planning and recipe changes, employing both IS metric units and imperial measures;
- PR3.08 - demonstrate an ability to schedule cooking times so all meal components are ready simultaneously;
- PR3.09 - demonstrate the ability to follow a recipe, make substitutions, and alter portions as necessary;
- PR3.10 - describe the useful information available in cookbooks (e.g., storage and preparation tips, conversion charts, food terms);
- PR3.11 - demonstrate basic cooking and baking skills.

### **Social Challenges**

#### **Overall Expectations**

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

#### **Body Image**

- SC1.01 - analyze information from several sources (e.g., newspapers, magazines, marketing media, the Internet, television) to determine society's changing perception of beauty;
- SC1.02 - describe unhealthy eating patterns and body altering substance abuse (e.g., "yo-yo" dieting, compulsive eating, anorexia, and bulimia, consumption of steroids);
- SC1.03 - identify strategies for re-mediating unhealthy eating habits and body altering substance abuse (e.g., adolescent clinic in a local hospital);
- SC1.04 - demonstrate an understanding of the influence of role models in helping youth feel comfortable about their bodies;
- SC1.05 - analyze weight control programs to determine the characteristics of those most likely to help people reach and/or maintain a healthy body weight;
- SC1.06 - identify techniques for reducing the percentage of fat content in a person's diet to 30%.

#### **Stress Management of Food**

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

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

## **Diversity, Interdependence, and Global Connections**

### **Overall Expectations**

DIV.01 - describe the relationship among family customs, traditions, and food using current social science research methods;

DIV.02 - demonstrate an understanding of our Canadian food heritage;

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

DIV.04 - complete an investigation of current global issues related to food (e.g., food distribution, food shortages, gene manipulation), using current social science research methods.

### **Family Customs, Traditions and Food**

DI1.01 - present the result of an investigation into the foods, traditions, and religious laws of different cultures, including types of foods eaten and characteristic flavours;

DI1.02 - identify the food customs and traditions of their own families;

DI1.03 - plan and prepare food products, using a variety of cultural traditions.

### **Canadian Food Heritage**

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

DI2.02 - determine the contribution of cultural and regional foods in the development of our Canadian food heritage and culture;

DI2.03 - 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;

DI2.04 - select and use regional and seasonal foods to plan and produce a Canadian food product or meal.

### **Canadian Food Supply and Production**

DI3.01 - identify the primary food sources in Canada;

DI3.02 - complete an assessment of the influence of geography on food supply and production;

DI3.03 - describe the role of co-operatives and marketing boards, including those of Native peoples.

### **Global Food Issues**

DI4.01 - explain the importance of policy decisions as applied to global food issues (e.g., how personal and family decisions affect our world);

DI4.02 - identify the causes of hunger in Canada and the world and list some possible strategies for alleviating hunger;

DI4.03 - determine how food-production methods can contribute to satisfying global food needs;

DI4.04 - differentiate the food-production methods of developed and developing countries and the impact of those methods on food security;

DI4.05 - prepare a global food product or meal (e.g., something made from grains such as bulgur, buckwheat, spelt, quinoa, couscous; from legumes such as dried beans, peas, lentils; or from vegetables and fruits that are new to them).

## **Social Science Skills**

### **Overall Expectations**

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SSV.01 - demonstrate appropriate use of social science research methods in the investigation of food-related issues;

SSV.02 - effectively communicate the result of their inquiries

SSV.03 - demonstrate effective collaborative group skills.

### **Social Science Research**

SS1.01 - correctly use food and nutrition terminology (e.g., nutrients, food security, vegetarian, food additives);

SS1.02 - identify the process involved in social science research investigation;

SS1.03 - distinguish between key and supporting issues in formulating questions to be researched;

SS1.04 - demonstrate data-collecting skills, including the use of questionnaires and interviews;

SS1.05 - 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);

SS1.06 - use a variety of print or electronic reference tools, and telecommunications tools to build a knowledge base on the Canadian agri-food system;

SS1.07 - 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.

SS1.08 - distinguish between research evidence and opinion;

SS1.09 - evaluate print and electronic resources on food nutrition for validity, reliability, accuracy, bias, and relevance.

### **Communication of Results**

SS2.01 - record information and key ideas from their research, and document the sources accurately in correct bibliographic form;

SS2.02 - 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);

SS2.03 - illustrate career opportunities related to food and nutrition by creating a poster, newsletter, or brochure.

### **Collaborative Group Skills**

SS3.01 - demonstrates effective speaking and listening skills in a small group;

SS3.02 - demonstrate an ability to perform a variety of roles in small groups (e.g., chair, recorder);

SS3.03 - demonstrate collaborative problem solving, conflict resolution, and planning skills (e.g., division of labour, time management, equal participation, taking responsibility for one's component of the group's activity) and be able to explain the need for these skills by referring to organizational theory.