
Public 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 2: Food Needs of Individuals and Families

Time: 32 hours

Unit Developer(s)

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Development Date: April/May, 1999

Unit Description

Working collaboratively in groups students assess the importance of meeting family food needs considering the contribution of each family member to the selection, preparation, and serving of food. Through practical classroom/lab experiences students produce appetizing and healthy foods and practise culturally appropriate mealtime etiquette.

Strand(s) and Expectations

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

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

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

Activity Titles (Time and Sequence)

Activity 1	Kitchen Know How	420 - 480 minutes
Activity 2	At Home In The Kitchen	420 - 480 minutes
Activity 3	A Cook's Book	270 - 330 minutes
Activity 4	Meal Management	390 - 450 minutes
Activity 5	Shopping Smart	270 - 330 minutes
Activity 6	At The End of the Day	120 - 180 minutes

Unit Planning Notes

Teachers should:

- consider ethnocultural and religious diversity in the class;
- decide how the kitchen labs will be planned based on facilities and class sizes (for safety purposes, it is strongly recommended that kitchen groups should not exceed four to five students);
- familiarize her/himself with teaching materials;
- decide how nutrition, meal planning, and consumer awareness will be incorporated into the activities.
- if students have taken Family Studies in Grades 6, 7, or 8, alter assessment/evaluation to reflect Prior Learning.
- book audio-visual materials and equipment, prepare overheads, worksheets, and assessment/evaluation tools;
- collect a variety of recipes and food packaging;
- discuss with the special education teachers the accommodations required to meet the needs of exceptional students (IEP/IPRC);
- assemble a variety of cook books;
- invite guest speakers;
- develop student worksheet to be used with guest speakers.

Prior Knowledge Required

- Experience in small group work
- Some knowledge of kitchen safety, personal cleanliness, and lab organization

Teaching/Learning Strategies

- Mastery of kitchen safety
- Application of cooking techniques
- Planning, preparing, and serving foods in food labs
- Examination of food labelling, grading, and quality
- Co-operative learning, “organizers”, web, rank order, activity centres, research, sequence chart, and homework

Assessment/Evaluation

Tool	Purpose	Evaluator	Activity
Activity worksheets, tables, comparison, organizers	Formative	Teacher	Activities as assigned
Food Safety/Food Handling Sanitation Test	Diagnostic	Teacher/Student	Activity 1
Kitchen Safety Test	Summative	Teacher	Activity 1
Tests	Summative	Teacher/Student	Activities 1, 4, 5
Food labs	Formative	Student/Teacher	Activities 2, 4
Cook’s Book Rubric	Formative/ Summative	Student/Teacher	Activity 3, 6
Scoresheet: menu cost, a week’s meal plan	Formative	Student/Teacher	Activity 4
Meal at Home Rubric	Summative	Parent/Student/ Teacher	Activity 4
Food Labelling Test	Diagnostic	Teacher/Student	Activity 5
Label Smart	Formative	Teacher	Activity 5
Convenience Foods	Formative	Teacher	Activity 5
“Organizer”	Formative	Teacher	Activity 5
Celebration Meal Rubric	Summative	Student/Teacher	Activity 6

Diagnostic: assessing what has been learned

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

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

Resources

Print

Baird, Elizabeth and The Food Writers of Canadian Living Magazine and the Canadian Living Test Kitchen. *Easy Cooking - Canadian Living's Best*. Toronto: Madison Press Limited, 1995.

ISBN 0-345-39805-X

Buishand, Tjerk, Harm P Houwing, and Kees Jansen. *The Complete Book of Vegetables*. New York: W. H. Smith Publishers Inc., 1986.

Beef Information Centre. Suite 100, 2233 Argentia Road, Mississauga, ON L5N 2X7.

Canada's Food Guide to Healthy Eating. Ottawa: Health Canada, 1992.

Canadian Chicken Marketing Agency. 370 Dalhousie Street, Suite 300, Ottawa, ON K1N 9N8.

Canadian Organic Growers Inc. P.O. Box 116, Collingwood, ON L9Y 3Z4.

Chicken Farmers of Ontario. Dept. F13, P.O. Box 850, L.C.D. #1, Hamilton, ON L8N 4J8.

Egg-cellent Nutrition. Ontario Egg Producers Marketing, 7195 Millcreek Drive, Mississauga, ON L5N 4H1.

Ferguson, Carole. ed. *The Canadian Living Cookbook*. Mississauga: Random House of Canada, 1987. ISBN 0-394-22017-X

Ferguson, Carole and Murray McMillan. eds. *The New Canadian Cookbook*. Toronto: Penguin Books Canada Ltd., 1999. ISBN 0-670-879908-6

Food Models. The Leading Edge. Dairy Farmers of Ontario. 6780 Campobello Road, Mississauga, ON L5N 2L8.

Guides for Family Budgeting. Toronto: Social Planning Council of Metropolitan Toronto, April 1992. (223 pp)

Kane, Marion. *The Best of Food*. Toronto: The Toronto Star, 1997. ISBN 0-9690388-4-4

Kowtaluk, Helen and Alice Orphanos Kopan. *Food for Today*. New York: Glencoe/McGraw-Hill, 1990.

"Native Peoples Food Guide." In Thompson, Phyllis. *Teachers Resource Book to Accompany Food for Life*. Toronto: McGraw-Hill Ryerson Ltd., 1995.

Nutrient Value of Some Common Foods. Ottawa: Health Services Branch, Health Canada, 1988. ISBN 0-660-13047-5

Nutrition Labelling Information. National Institute of Nutrition, 265 Carling Avenue, Suite 301, Ottawa, ON K1S 2E1.

Ontario Chicken Producers Marketing Board. Box 5035, 3380 South Service Road, Burlington, ON L7R 3Y8.

Poultry Industry Council. RR2 Guelph, ON. Telephone (519) 837-0284.

Rogers, Jo. *What Food Is That and How Healthy Is It*. Toronto: Stewart House, 1990. ISBN 1-895246-18-0

"Safety Posters." J. Weston Walch., 1991 in *Northwest Scientific Supply Ltd.*, P.O. Box 6100, LCD 1 Victoria, B.C. V8P 5L4, Phone 800-663-5890, e-mail nwscience@pinc.com

Shafritz, Ott. *Classics of Organizational Theory*. London: Harcourt-Brace, 1996. ISBN 0-534-504175

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

So Good. Soya World Inc., P.O. Box 3018, Vancouver, B.C. V6B 3X5. Phone: 604-420-3240, Fax: (604) 420-3476.

Stern, Bonnie. *Simply Heart Smart Cooking.* Toronto: Random House of Canada, 1994. ISBN 0-394-22401-9

Stevens, Vida. *Healthy Eating in Every Culture: Multicultural Food and Nutrition Information.* An Educational Kit Prepared for Race/Ethnic Relations, Board of Education for the City of North York, 1989.

“Teens Take on Grocery Shopping.” A mini unit in *Northwest Scientific Supply Ltd.* P.O. Box 6100, LCD 1 Victoria, B.C. V8P 5L4, Telephone: 1-800-663-5890, e-mail: nwscience@pinc.com

Towards an Ecozoic Curriculum. Ontario Society for Environmental Education (OSEE), c/o Ed Thompson, 700 Frederick St., Kitchener, ON N2B 2B2. Telephone: 519-744-7918.

Updated Sample Budgets. Toronto: Social Planning Council of Metropolitan Toronto, November 1994. (23 pp)

Vegetarianism: The Plant Source. A mini unit in *Northwest Scientific Supply Ltd.* P.O. Box 6100, LCD 1 Victoria, B.C. V8P 5L4. Phone: 1-800-663-5890, e-mail: nwscience@pinc.com

Computer Software

FoodFocus 3.2. October 1998, 721 South Drive, Winnipeg, MB R3T 0C2 Fax 204 477-9906, Telephone 204 453-6060

Foodware. Toronto: McGraw-Hill Ryerson Limited.

Internet

Food Focus

<http://www.foodfocus.com/foodfocus/>

Campbell Soup Kitchen

www.campbellsoupkitchen.com

Canadian Organic Advisory Board

www.coab.ca

Canadian Organic Growers

www.gks.com/cog

Dairy Farmers of Ontario

www.milk.org

Eat Ethnic

<http://www.eatethnic.com>

Fight Bac! Keep Food Safe from Bacteria: A National Public Education Campaign for Food Safety (The Canadian Partnership for Consumer Food Safety Education, Suite 1101-75 Albert St., Ottawa, ON K1P 5E7, Phone 613-798-3041, Fax: 613-852-6400)

www.canfightbac.org

Food Safety on Leftovers

<http://www.cfia.agriculture/english/corpaffr/publications.foodfacts/leftovtips.html>

Health Canada

www.hc-sc.gc.ca

Internet Food Channel

<http://www.foodchannel.com>

Kraft Foods Kitchen

<http://www.kraftcanada.com>

Native American Indian Resources

<http://indy4fdl.cc.mn.us/isk/food/foodmenu.html>

Ontario Agri-Food Education

<http://www.oafe.org>

Urban Agriculture Notes - Community Gardens

<http://www.cityfarmers.org/communitygarden7.html>

Videotape

“Best of Muffins.” *Low Fat Express* in Northwest Scientific Supply Ltd. P.O. Box 6100, LCD 1 Victoria, B.C. V8P 5L4, Phone: 1-800-663-5890, e-mail: nwscience@pinc.com

Buying Nutritious Food. Toronto: McGraw-Hill Ryerson Limited.

Cooking With Convenience Foods. Toronto: McGraw-Hill Ryerson Ltd., 1991.

Ecology In The Kitchen. Toronto: McGraw-Hill Ryerson Ltd., 1998.

Etiquette Hotline: Table Manners. The Learning Seed. 330 Telser Road, Lake Zurich, IL 60047; Phone 800 634-4941; fax 800 998-0854; Email: learnseed@aol.com

Fast and Easy Teen Meals - Pasta. Northwest Scientific Supply Ltd. P.O. Box 6100, LCD 1 Victoria, B.C. V8P 5L4, Phone: 1-800-663-5890, e-mail: nwscience@pinc.com

Food Safety. The Learning Seed, 1995. 330 Tesler Road, Lake Zurich, IL 60047.

Food Safety. Toronto: McGraw-Hill Ryerson Ltd., 1991.

Food Safety Can Be Fun. Ontario Agri-Food Education, 8560 Tremaine Road, P.O. Box 460, Milton, ON L9T 4Z1, Phone: 905-878-1510, ext. 24, Fax: 905-878-0342.

How to Read and Use Food Labels. Learning Seed in Northwest Scientific Supply Ltd. P.O. Box 6100, LCD 1 Victoria, B.C. V8P 5L4, Phone: 1-(800) 663-5890, e-mail: nwscience@pinc.com

Kitchen Safety. The Learning Seed, 1997. 330 Tesler Road, Lake Zurich IL 60047

Label Smart Program. National Institute of Nutrition. Available from L.M. Media Marketing Services, 115 Torbray Road, Unit , Markham, ON L3R 2M9.

Read the Food Label. Toronto: McGraw-Hill Ryerson Limited, 1994.

Safety in the Kitchen. Toronto: McGraw-Hill Ryerson Ltd., 1996.

Shopping for Nutrition. OHEA.

Table Manners: Doing it Right. Alfred Higgins Production, 1990.

Value Shopping - Stretch Your Shopping Dollar. Learning Seed in Northwest Scientific Supply Ltd. P.O. Box 6100, LCD 1 Victoria, B.C. V8P 5L4, Phone: 1-(800) 663-5890, e-mail: nwscience@pinc.com

We Are What We Eat. Ontario Agri-Food Education, 8560 Tremaine Road, P.O. Box 460, Milton, ON L9T 4Z1, Phone: 905-878-1510, ext. 24, Fax: (905)-878-0342.

Activity 1: Kitchen Know How

Time: 420 - 480 minutes

Description

Students learn that safety in the kitchen is essential and that knowledge of general safety guidelines and basic first-aid procedures help to reduce personal injury. They also become aware of the fact that sanitary food handling practices are the most important safeguards against food-borne illnesses. The importance of correct food storage methods is emphasized.

Strand(s) and Expectations

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

Overall Expectations:

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

SSV.03X - demonstrate effective collaborative group skills.

Specific Expectations:

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

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

SS3.03X - 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.

Planning Notes

Teachers should:

- become familiar with Organizational Theory (Resource #10);
- ensure that kitchen groups do not exceed 4-5 students to avoid the safety hazards of overcrowding;
- provide a picture of an unsafe kitchen such as in *Food For Today Student Workbook*;
- reserve a VCR;
- provide construction paper and markers for charts of safety rules;
- prepare case studies of accidents that may occur in the kitchen;
- prepare Kitchen Safety Test, requiring Level 4 achievement. Otherwise re-test students;
- pre-view video on Food Safety and prepare pre-test/quiz;
- prepare examples of improperly stored foods;
- invite a speaker;
- develop student worksheet, including career description to be used with guest speakers.

Prior Knowledge Required

- Some awareness of group processes (Unit 1, Activity 2)
- Experience in small group work (Unit 1, Activity 1)
- Some knowledge of kitchen safety, personal cleanliness and lab organization (Unit 1, Activity 4)

Teaching/Learning Strategies

1. By brainstorming and/or using an illustration of an unsafe kitchen, students identify safety hazards in the kitchen and suggest how to correct these.

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2. Students view video and/or examine posters and, with teacher's help, make notes on Kitchen Safety - general safety guidelines including: handling of electrical equipment; preventing fires, burns, falls; knife handling and cuts; basic first aid principles; and treatment for choking.
 3. In kitchen groups, students prepare charts of safety rules for the classroom.
 4. Using case studies, students discuss what to do if accidents do occur.
 5. Students write safety test. They must achieve Level 4.
 6. Students complete a diagnostic test on Food Safety/Food Handling (sanitation) to be corrected and discussed after viewing a video.
 7. Students observe what happens after five or six days to various improperly stored foods such as an uncovered glass of milk in the refrigerator and a piece of fruit pie (covered) at room temperature.
 8. Teacher may invite a speaker from Health Canada.
 9. Students complete notes on food spoilage and food storage (see *Food for Life*, Chapter 4).
 10. In their kitchen groups, students describe situations and meals when food must be transported, such as picnics and bag lunches, and explain to the class how this should be handled to avoid food-borne illness.
 11. To examine the 3 R's of household ecology, students view a video such as "Ecology in the Kitchen" and brainstorm a list of "do's and don'ts" for home ecology in order to create an exhibit for a display case, poster board, or computer presentation.

Assessment/Evaluation

- Diagnostic assessment: knowledge of Food Safety/Food-handling (Sanitation)
- Summative evaluation: Kitchen Safety test
- Insert career description of guest speaker in portfolio

Resources

Print

Kowtaluk, Helen and Alice Orphanos Kopan. *Food For Today*. New York: Glencoe/McGraw-Hill, 1990. (Student Workbook and Teacher's Wraparound edition available)

Rogers, Jo. *What Food Is That and How Healthy Is It*. Toronto: Stewart House, 1990.

"Safety Posters." J. Weston Walch, 1991 in *Northwest Scientific Supply Ltd.*, P.O. Box 6100, LCD 1 Victoria, B.C. V8P 5L4, Phone 800-663-5890, e-mail nwsience@pinc.com

Towards an Ecozoic Curriculum. Ontario Society for Environmental Education (OSEE), c/o Ed Thompson, 700 Frederick St., Kitchener, ON N2B 2B2, Phone: (519)-744-7918.

Internet

Fight Bac! Keep Food Safe from Bacteria: A National Public Education Campaign for Food Safety – The Canadian Partnership for Consumer Food Safety Education, Suite 1101-75 Albert St., Ottawa, ON K1P 5E7, Phone: 1-613-798-3041, Fax: 1-613-852-6400)

www.canfightbac.org

Food Safety on Leftovers

<http://www.cfia.agrica/english/corpaaffr/publications/foodfacts/leftovtips.html>

Health Canada

www.hc-sc.gc.ca

OntarioAgri-Food Education

<http://www.oafe.org>

Videotapes

Ecology in the Kitchen. Toronto: McGraw-Hill Ryerson Ltd., 1998. (12 minutes)

Food Safety. The Learning Seed, 1995. (25 minutes)

Food Safety. Toronto: McGraw-Hill Ryerson Ltd., 1991. (10 minutes)

Food Safety Can Be Fun. Ontario Agri-Food Education Inc., 8560 Tremaine Road, P.O. Box 460, Milton, ON L9T 4Z1.

Kitchen Safety. The Learning Seed, 1997. (17 minutes)

Safety in the Kitchen. Toronto: McGraw-Hill Ryerson Ltd., 1996. (23 minutes)

Accommodations

- Use close-captioned videos if possible, for deaf students.
- Provide alternatives to written tests.
- Provide completed “organizers”, charts, and tables, where appropriate.
- For student enrichment, further address the issue of food safety by having students examine samples taken from hair, clothes, counters, tea towels, etc. Enlist the help of a science teacher.
- For student enrichment, students write to a government agency or a company expressing concern about an ecological home issue.

Activity 2: At Home In The Kitchen

Time: 420 - 480 minutes

Description

As they learn to use recipes and select appropriate cooking tools, students develop accurate measuring skills and an understanding of food preparation techniques. Students work co-operatively to plan and prepare appealing food while demonstrating basic cooking and baking skills. By working in a group, students experience the consequences of their planning and problem solving. Where possible, recipe selection reflects a range of cultural influences to increase appreciation and thereby lessen potential conflict.

Strand(s) and Expectations

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

Overall Expectations:

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

SSV.03X - demonstrate effective collaborative group skills.

Specific Expectations:

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

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

PR3.11X - demonstrate basic cooking and baking skills;

SS3.03X - 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.

Planning Notes

Teachers should:

- prepare handouts of: Tools of the Trade, How to Get Perfect Results from a Recipe, Kitchen Duties and Cleanup, How to Measure, Food Preparation Techniques, and recipe for brownies;
- provide recipes in both metric and imperial measures;
- purchase supplies for food labs;
- prepare crossword and/or word search puzzle to review food preparation techniques;
- prepare handouts and overhead of Food Lab Rubric;
- prepare recipes for snack lab.

Prior Knowledge Required

- Knowledge of kitchen safety, personal cleanliness, and lab organization
- Knowledge of food safety/food handling (sanitation) and household ecology
- Experience in small group work

Teaching/Learning Strategies

1. Teacher provides a handout chart of illustrations of kitchen tools - Tools of the Trade. Students label these with name, use, and location in their food lab kitchen.
2. Teacher provides handout sheets such as How to Get Perfect Results from a Recipe, Kitchen Duties and Clean-up and How to Measure (or see *Food for Life*, chapter 3) and explains lab organization.
3. Teacher demonstrates a basic recipe (e.g., brownies), to show general steps to follow when preparing a recipe, use of kitchen tools, and measurement techniques.
4. In kitchen groups, students plan lab, to show fair division of labour, equal participation, and list of tools/equipment required to make the same recipe.
5. Students prepare recipe as planned and assess food lab (Unit 3, Appendix 3-3A - Food Lab Rubric). As part of the lab assessment, teacher guides students in understanding that in small groups such as families and kitchen groups, collaboration is much more effective than hierarchical, power-based structures.
6. Students use a list (illustrated, if possible) of definitions of Food Preparation Techniques to complete a crossword.
7. Students review correct, safe handling of kitchen knives and equipment such as a blender and food processor. In their kitchen groups, they plan and prepare snacks such as bruschetta, tortilla wraps, veggies and dips, humus and pita.
8. Students assess food lab (Unit 3, Appendix 3-3A - Food Lab Rubric).
9. Each group, not necessarily in kitchen groups, selects one of meat, poultry, fish, legumes/meat alternatives, grain, milk products, egg, cake or pie/pastry and three different food preparation techniques. Students investigate why each technique is used with that food.
10. Students select recipes that illustrate the techniques and demonstrate to class members.

Assessment/Evaluation

- Formative assessment of food labs: Food Lab Rubric (Unit 3: Appendix 3-3A - Food Lab Rubric)
- Formative assessment of inquiry into food preparation/techniques: (Unit 1: Appendix 1A - Rubric Template)

Resources

Print

Beef Information Centre, Suite 100, 2233 Argenta Road, Mississauga, ON L5N 2X7.

Canadian Chicken Marketing Agency, 370 Dalhousie Street, Suite 300, Ottawa, ON K1N 9N8.

Chicken Farmers of Ontario: Dept. F13, P.O. Box 850, L.C.D. #1, Hamilton, ON L8N 4J8.

Egg-cellent Nutrition. Ontario Egg Producers Marketing, 7195 Millcreek Drive, Mississauga, ON L5N 4H1.

Ferguson, Carole and Murray McMillan, eds. *The New Canadian Basics Cookbook*. Toronto: Penguin Books Canada Ltd., 1999. ISBN 0-670-87909-6

Nutrient Value of Some Common Foods. Ottawa: Health Services Branch, Ministry of National Health and Welfare, 1988.

Ontario Chicken Producers Marketing Board, Box 5035, 3380 South Service Road, Burlington, ON L7R 3Y8.

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

“So Good.” Soya Word Inc., P.O. Box 3018, Vancouver, B.C. V6B 3X5, Telephone: 604-420-3240, Fax: 604-420-3475.

“Vegetarianism: The Plant Source.” A Mini Unit in *Northwest Scientific Supply Ltd.*, P.O. BOX 6100, LCD 1 Victoria, B.C. V8P 5L4, Telephone 1-(800) 663-5890, e-mail: nwscience@pinc.com

Internet

Campbell Soup Kitchen

www.campbellsoupkitchen.com

Dairy Farmers of Ontario

www.milk.org

Eat Ethnic

<http://www.eatethnic.com>

Native American Indian Resources

<http://indy4.fdl.cc.mn.us/~isk/foo/foodmunu.html>

Software

FoodFocus 3.2. October 1998.

Foodware. Toronto: McGraw-Hill Ryerson Limited.

Videotape

Fast and Easy Teen Meals - Pasta. Northwest Scientific Supply Ltd. P.O. Box 6100, LCD 1 Victoria, B.C. V8P 5L4, Telephone: 1-(800) 663-5890, e-mail: nwscience@pinc.com (18 minutes).

Accommodations

- Provide a peer helper/educational assistant helps during lab (e.g., with measuring).
- A table and sink (lower than kitchen counter height) should be available for lab work.
- Other kitchen adaptations might include suction cup cutting board and mixing bowl, lower microwave/convection oven.
- Group students of varying abilities for lab work.
- Allow students from same cultural background to work with ESL students.

Activity 3: A Cook's Book

Time: 270 - 330 minutes

Description

Students create a personally useful "Cook's Book" that contains a collection of favourite and appealing recipes from a variety of sources. They use their mathematics skills to make changes in recipes and practise making substitutions in recipes. By examining various cookbooks, they will become familiar with other available, useful information. This is an ongoing activity.

Strand(s) and Expectations

Strand(s): Personal and Social Responsibilities

Overall Expectations:

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

Specific Expectations:

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

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

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

Planning Notes

Teachers should:

- enlist the help of the librarian, parents, and colleagues to provide magazines for clipping;
- reserve library research time;
- have a variety of cookbooks available as examples of organization;
- prepare student instruction sheet;
- provide recipe template such as in *Foodware*;
- provide examples of recipes where quantities may be multiplied or divided successfully;
- develop rubric for summative evaluations.

Prior Knowledge Required

- Kitchen safety
- Cooking tools and techniques
- Use of recipes
- Correct bibliographic form (Unit 1, Activity 5)
- Food safety and sanitation
- Computer and Internet research skills (Unit 1, Activity 6)
- Use of portfolio (from Unit 1)

Teaching/Learning Strategies

1. Using cookbooks and magazines, web sites or software, students decide on the kind of "Cook's Book" they would like to create (e.g., menus, desserts, entertaining, meat, vegetarian, international, etc. and which sections they will include).
2. Students collect recipes (at least 20) from a variety of sources (Canadian whenever possible) such as newspapers, magazines, food packages, grocery store flyers, family favourites, and the Internet. They

may be clipped, photocopied, typed, handwritten, downloaded, or a combination. Students compile a list of at least three different sources of recipes in correct bibliographic form.

3. Students organize their recipes into sections (at least four) appropriate for their choice of topic to mount or print out on plain paper. Prepare labeled dividers for each recipe section plus two more: suggested titles are Recipe Adaptation and Kitchen and Cooking Hints. Suggestions include a 3-ring binder, portfolio, database, etc.
4. For the Recipe Adaptation section:
Recipe Change: students select a recipe containing an ingredient that they need to change and specify the reason (e.g., dislike, allergy, being inappropriate for religious or cultural reasons, cost, etc). Explain how to make the change.
Substitution: students select a recipe for which they do not have all ingredients at home (e.g., milk plus lemon juice/vinegar substituted for buttermilk; chicken substituted for pork). Explain how to substitute, including quantities.
Number of Portions: students find a large or very small quantity recipe and convert it to a quantity suitable for their family size, adjusting both metric and imperial measures.
Note: students may need help when making their choice because some recipes do not divide or multiply easily.
5. For the Kitchen and Cooking Hints section: students find three cookbooks which include information such as, weight and volume equivalents, cookware and bakeware sizes, equivalent Fahrenheit and Celsius oven temperatures, food substitutions, etc., and describe why this section is in the cookbook, giving specific examples. Students provide correct bibliographic information for the sources.
6. Students add this project to their portfolio. They may also add recipes throughout the course.

Assessment/Evaluation

- Formative assessment: Cook's Book: using Appendix 2-3A - Scoresheet for Assessing "Cook's Book"

Resources

Print

Ferguson, Carole, ed. *The Canadian Living Cookbook*. Mississauga: Random House of Canada, 1987.

Ferguson, Carol and Murray McMillan, eds. *The New Canadian Basics Cookbook*. Toronto: Penguin Books Canada Ltd., 1999.

Magazines: *Chatelaine*, *Canadian Living*, *Homemakers*

Computer Software/Internet

Campbell Soups

www.campbellsoupkitchen.com

Eat Ethnic

<http://www.eatethnic.com>

Foodware. Toronto: McGraw-Hill

Internet Food Channel

<http://www.foodchannel.com>

Kraft Foods Kitchen

<http://www.kraftcanada.com>

Native American Indian Resources

<http://indy4.fdl.cc.mn.us/~isk/food/foodmenu.html>

Accommodations

- Provide a concrete example of a well-prepared “Cook’s Book”.
- With help from the Special Education teacher, adapt the "Cook's Book" project.
- Assist students to divide assignment into smaller, more manageable units.
- Allow increased time for assignment completion.
- Use visual aids extensively with ESL students.

Appendices

Appendix 2-3A - Scoresheet for Assessing “Cook’s Book”

Appendix 2-3A: Scoresheet for Assessing “Cook’s Book”

Assessment Criteria	Value	Student Mark	Teacher Mark
1. Appropriate title.	1		
2. At least 6 dividers with labeled tabs showing the sections included: at least 4 for recipes; 1 for Recipe Adaptation; 1 for Kitchen and Cooking Hints.	3		
3. At least 20 recipes - neatly clipped, organized and attached to plain paper or printed out.	6		
4. Correct bibliography for at least 3 different sources of recipes.	3		
5. In Recipe Adaptation section: <ul style="list-style-type: none"> • 1 recipe changed appropriately and the reason given • 1 recipe with an ingredient substituted correctly • 1 recipe showing correct changes to alter the number of portions: <ul style="list-style-type: none"> - in metric units - in imperial measures 	4		
6. In Kitchen and Cooking Hints section: <ul style="list-style-type: none"> • description of information from each of 3 cookbooks • correct bibliography for the 3 cookbooks used 	6		
7. Recipe Evaluation: copy of recipe and completed evaluation sheet	10		
8. Creativity and attractiveness	2		
Assessment Mark	35		

Teacher Remarks:

Appendix 2-3A: Scoresheet for Assessing “Cook’s Book” (Continued)

Recipe Evaluation

Mount recipe below.

1. Describe the taste and appearance of the recipe product.
2. How could you change or improve the recipe?
3. List any difficulties you had in preparing the recipe. How would you solve the problem next time?
4. How long did the recipe take to prepare, and cook, chill, etc.?
5. State three kitchen safety guidelines to follow when preparing this recipe.
6. Define two food preparation techniques and name their required cooking tools used in this recipe.
7. State two food safety/sanitation guidelines appropriate for this recipe, and explain how one should safely store any leftovers and for how long.

Activity 4: Meal Management

Time: 390 - 450 minutes

Description

Students examine and apply the factors involved in meal management: meal appeal, nutrition, money, time, and needs of family members. Students compare the prices of different foods in the same food group and use this information to plan menus of varying expense. They cost meals they have organized and prepared in class and develop a one-week family meal plan with an appropriate budget. Students and parents/guardians evaluate their success through a Meal at Home assignment.

Strand(s) and Expectations

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

Overall Expectations:

- SOV.01X - complete an assessment of the importance of meeting the food needs of family members;
- SOV.03X - analyse the importance of each member's contribution to the selection, preparation, and serving of food;
- SOV.04X - demonstrate knowledge of the rules of mealtime etiquette (within the classroom environment)
- PRV.03X - summarize the practical factors and demonstrate the skills involved in producing appetizing and healthy foods for themselves and others;
- SSV.03X - demonstrate effective collaborative group skills.

Specific Expectations:

- SO1.01X - demonstrate an understanding that providing for the food needs of family members can influence family relationships;
- SO1.02X - 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;
- SO1.03X - demonstrate creativity in planning, preparing, and serving a meal that meets the specifically defined needs and budget of a particular family or individual;
- SO1.04X - demonstrate knowledge of correct mealtime etiquette;
- SO1.05X - use research derived from a variety of primary sources (e.g., interviews, observations, statistics, demographic research, and original documents and secondary sources (e.g., print materials, Internet Articles, CD-ROM's, and videos);
- PR3.01X - 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;
- PR3.06X - plan and budget for a family's meals for one week and prepare a list of all ingredients;
- PR3.08X - demonstrate an ability to schedule cooking times so all meal components are ready simultaneously;
- SS3.03X - 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).

Planning Notes

Teacher Awareness

- Consider ethnocultural and religious diversity in the class.

Teachers should:

-
- prepare case studies describing ages and activities of family members, representative of the class;
 - provide large sheets of paper and markers;
 - prepare descriptions of unappetizing meals;
 - acquire food models from the Dairy Farmers of Ontario or collect magazine pictures;
 - prepare a template of menu format;
 - provide grocery flyers, scissors, glue sticks, poster paper, and metre-sticks/rulers;
 - make overhead of cost calculation examples;
 - collect magazine samples of menus for a month;
 - prepare handout sheets: Meals for a Week, Lab Work Schedule, Food Order, Cost Sheets, Recipes, Meal Patterns, The Mealtime Juggling Act;
 - purchase food ingredients and provide cost of items to students;
 - provide Meal at Home assignment, including an explanatory letter and evaluation guide for parents/guardians;
 - prepare list of guidelines for table etiquette;
 - book a VCR;
 - develop a scrambled list of the steps in meal production;
 - design case studies to illustrate who is contributing to meal production.

Prior Knowledge Required

- A basic knowledge of food preparation and kitchen safety
- Knowledge of food lab procedures
- Awareness of *Canada's Food Guide to Healthy Eating*

Teaching/Learning Strategies

1. In small groups, students brainstorm why a person should plan meals. Groups take turns reporting and marking off their list items reported by other groups. Students write the practical factors to consider in the juggler's pins (Appendix 2-4A). Each factor is examined: time, money, knowledge/skills, equipment, nutrition, meal appeal, and family members' needs.
2. Teacher explains scheduling cooking time using the Perfect Timing Chart (Appendix 2-4A). Students fill in their own example and exchange it with a group member. The class develops a list of ways to cope with family members eating at different times. The teacher provides case studies describing the ages and activities of family members for the class to respond to.
3. Working in pairs, students choose a food selection consideration such as food preferences and dislikes, food allergies, fat-reduced diets, sugar/carbohydrate-reduced diets, toddlers, vegetarian adolescents, athletic teens, or elderly family members and write a brief food advice column entitled "Feeding the Whole Family". Students address how to meet the food need and why it is important to the individual and to family relationships. Students record the information on a large sheet of paper, read their column points to the class, and add other suggestions from class members. Columns are added to their portfolios.
4. Students review appropriate food guide(s). Student groups develop a template to distribute food groups and number of servings throughout the day, ensuring adequate nutrition for family members. Students use the template to plan food-specific menus. (See Unit 3: Activity 2 -Appendix 3-2A for assessment.)
5. Students consider a meal that is all one colour such as cream of celery soup, poached white fish, mashed potatoes, cauliflower, and vanilla ice cream, and discuss why it is not appealing/appetizing. Students repeat with other descriptions and make their note "What to consider when combining foods for a meal - the FACTS" (flavour, aroma, colour, cooking method, texture, temperature, shape).

-
6. Using food models or pictures from magazines, students create an appetizing dinner including appetizer, entree/main course, two side dishes, and dessert, following the appropriate food guide. Teacher provides a template of menu form and students write their appetizing menu in that form.
 7. Beside each food in their menu, students assign dollar signs to indicate how expensive they think each food is: use \$\$\$ for quite expensive, \$\$ for moderately expensive, and \$ for inexpensive. Students discuss why some foods are more expensive than others. Using grocery flyers, groups scan food items with their price onto paper divided into three columns (\$\$\$, \$\$, \$) and five rows (one per food group plus staples). Students give their investigation of food cost a title. Each sheet is passed to another group for their assessment of the appropriate placement of each item. Students draw conclusions about the relative cost of various foods such as: meat is a more expensive source of protein than alternates; some meat cuts are more expensive because there is more demand for the more tender cuts; seasonal fruit and vegetables are less expensive. Teacher questions why there may be student disagreement as to which foods are expensive (family finances, growing one's own vegetables, hunting/fishing, access to a farmers' market, cultural or religious eating patterns which require little meat, etc.). If available, use *FoodFocus*.
 8. Students examine the difference between cost/kg and cost/serving using bone-in meat as an example. Teacher provides examples of other cost calculations. Using the poster information, students plan three dinner menus: one high-, one moderate- and one low-cost. Students arrive at a cost per serving and total for the menu. Calculations must be shown.
 9. Review lab procedures, work schedule, and time schedule. Teacher explains food orders and any techniques that apply to the recipes used. Students discuss what could be made ahead of time to conserve effort and how time could be reduced in food preparation, although cost may increase. Students make labelled diagrams of culturally appropriate styles of table settings. Students watch video on table manners and complete (true/false, fill in blank, textbook) a list of guidelines. Student groups use a suitable table setting. Students prepare foods according to meal management plans.
 10. Students investigate budget allocations for feeding people of different ages, sex, and activity level. Students use case studies about families to plan a week's meals, with a list of ingredients, to fit a budget allotted by the teacher. Case studies reflect different family structures.
 11. Teacher goes over Meal at Home assignment where students plan, shop, prepare, serve, clean up and cost a meal to meet the needs of their own family.
 12. Student groups put in order a scrambled list of the steps in meal preparation from planning to cleanup. Given case studies of different family structures, ages, activities, and traditional/cultural division of labour, students decide who would do each step in their case study family and be prepared to explain their reasoning to the class. Students discuss their role in meal preparation in their families and what they would like in their future families.

Assessment/Evaluation

- Formative assessment: cost comparison of three menus (groups of three)
- Formative assessment: a week's family meals with budget (group)
- Formative assessment: food labs (add cost calculations to Unit 3: Appendix 3-3A - Rubric).
- Summative evaluation: Meal at Home assignment

Resources

Print

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

Canada's Food Guide to Healthy Eating. Health Canada, 1992.

Ferguson, Carole and Murray McMillan. eds. *The New Canadian Basics Cookbook*. Toronto: Penguin Books Canada Ltd., 1999.

“Food Models.” Dairy Farmers of Ontario. 6780 Campobello Road, Mississauga, ON L5N 2L8.

Guides for Family Budgeting. Toronto: Social Planning Council of Metropolitan Toronto, April 1992. (223pp)

“Native Peoples’ Food Guide.” In Thompson, Phillis. *Teachers Resource Book to Accompany Food for Life*. Toronto: McGraw-Hill Ryerson Ltd., 1995.

Stevens, Vida. *Healthy Eating in Every Culture: Multicultural Food and Nutrition Information*. An Educational Kit Prepared for Race/Ethnic Relations, Board of Education for the City of North York, 1989.

Updated Sample Budgets. Toronto: Social Planning Council of Metropolitan Toronto, November 1994. (23pp) Note: these provide a relative guide for strategy 9.

Videotape

Etiquette Hotline: Table Manners. The Learning Seed. (23 minutes).

Shopping for Nutrition. OHEA.

Table Manners: Doing it Right. Alfred Higgins Production, 1990. (21 minutes).

We Are What We Eat. Ontario Agri-Food Education, 8560 Tremaine Road, P.O. Box 460, Milton, ON L9T 4Z1 (food safety, nutrition, and the role of fruits and vegetables in healthy eating - 5 lessons).

Software/Internet

Eat Ethnic

<http://www.eatethnic.com>

FoodFocus 3.2 October 1998. (includes cost of food)

Food Focus

<http://www.foodfocus.com/foodfocus/>

Native American Indian Resources

<http://indy4.fdl.cc.mn.us/~isk/food/foodmenu.html>

Appendix

Appendix 2-4A - The Mealtime Juggling Act

Accommodations

- Choose a food selection consideration (strategy 3) with readily available information such as studied in Unit 1 or discussed in textbook.
- Group students of different abilities.
- Alert students to changes in topics and activities.
- Modify the content of the assignment.
- Allow increased time for assignment completion.
- Allow students from same background to work with ESL students.
- Provide vocabulary reference sheets for ESL students and as appropriate.
- Build self-esteem through positive reinforcement.
- For student enrichment, develop a web to consider the steps involved in meal production (strategy 13).

Appendix 2-4A: The Mealtime Juggling Act

Students draw a juggler in the middle and 7 pins over his head.

Perfect Timing!

Food	Start Time	Preparation Time	Cooking/Cooling Time	Serving Time
Baked Potato	4:55	<ul style="list-style-type: none"> Wash for 5 minutes Preheat oven 	60 minutes	6:00

The secret is work from right to left.

Activity 5: Shopping Smart

Time: 270 - 330 minutes

Description

Students develop general and specific shopping skills based on acquisition of knowledge regarding food labelling, grading, selection according to use, and awareness of new approaches to food production (organic foods). Investigation of the comparative expense of convenience food enables students to make decisions based on understanding of payment for labour/time. Students examine their own role in their family's steps in producing a meal.

Strand(s) and Expectations

Strand(s): Personal and Social Responsibilities

Overall Expectations:

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

Specific Expectations:

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

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

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

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

PR2.11X - describe organic foods and explain their increased availability.

Planning Notes

Teachers should:

- prepare an overhead showing the list of ingredients for several food products;
- collect cracker or cereal boxes;
- make up fill-in sheets for Label Smart topics and a corresponding quiz;
- duplicate and package Label Smart sheets for co-operative learning;
- develop a check-off list of nutrient label information;
- prepare handout on food shopping guidelines;
- compile information on organic foods or obtain a speaker;
- organize lab so convenience food can be prepared and compared;
- purchase food and ingredients, keeping track of costs, for convenience lab;
- locate pictures of less common vegetables and purchase examples where possible;
- collect information for activity centres for grading and set up centers.

Note: Marketing and advertising using food labels will be investigated in Unit 3, Activity 5.

Prior Knowledge Required

- Knowledge of basic food preparation and kitchen safety
- Knowledge of food lab organization

Teaching/Learning Strategies

1. Students mark true or false beside a list of 10 - 20 statements about food labelling, including reference to label requirements, nutrition information, serving size, recommended daily intake and nutrient claims, "best before" dates, and ingredient lists. Teacher goes over correct answers and students mark themselves. Students examine labels on five cracker or cereal boxes and use a checklist to mark off information provided. Students watch video on reading food labels and students determine which product is the best from a nutrition point of view. Using a co-operative learning approach, the class is divided into groups of seven (home group). Students number off and the "ones" join each other, as do the "twos", etc. Each number is given copies of the corresponding "Label Smart" sheets and a fill-in sheet. After completing their part, students return to home group and teach their information. Students watch a video on labelling. Students write and assess a quiz; mark consists of group average plus student's own mark.
2. Students review general Food Shopping Guidelines sheet, specifically noting how to calculate unit pricing and distinguishing between brand name, house brand, and no name items. Students are provided with examples of canned peas or corn. Students are divided into four food groups; using textbook information, groups rank order five points to remember when shopping for their food group. Students present information in a format of their choice (role play an interview with the grocery store manager, do/don't chart, TV info ad, *Power Point* presentation).
3. Students prepare and compare cost, time, flavour, and texture for food products at different levels of convenience such as a store bought mix and preparing from basic ingredients. Students discuss when it is most appropriate to use basic ingredients only, partly prepared, and completely prepared convenience food, emphasizing the trade off of time and money. This strategy may be included in Unit 3, Activity 5.
4. In their notebook, students write names of three favourite vegetables, three disliked ones and three they have never tasted and compare with group members. Members pick two from each category and using a textbook, describe the fresh, ripe characteristics and storage needed to retain freshness. Students investigate organic foods, their increased availability, and the state of organic legislation in Canada, or listen to a guest speaker such as a grocery store manager, an organic farmer, or a person suggested by the Canadian Organic Advisory Board. Students view pictures and describe some vegetables they have never tasted; where possible, some of these should be examined and/or cooked in class.
5. Students prepare two "organizers" to compare: 1) inspection and grading of beef, poultry and eggs; and 2) the grading of canned and frozen vegetables and fruit. Information is collected from the textbook and activity centers including the package labels and/or the real samples (e.g., three grades of canned peas). Students determine that the choice of grade should depend on use.

Assessment/Evaluation

- Diagnostic assessment: food labelling test
- Formative assessment: co-operative learning Label Smart
- Formative assessment: comparison of convenience food (completion)
- Formative assessment: organizers for grading
- Summative evaluation: test on Activity 5

Resources

Print

Beef Information Centre, Suite 100, 2233 Argenta Road, Mississauga, ON L5N 2X7.

Buishand, Tjerk, Harm P. Houwing, and Kees Jansen. *The Complete Book of Vegetables*. New York: W.H. Smith Publishers Inc., 1986.

Canadian Chicken Marketing Agency, 370 Dalhousie Street, Suite 300, Ottawa, ON K1N 9N8.

Canadian Organic Growers Inc., P.O. Box 116, Collingwood, ON L9Y 3Z4.

Chicken Farmers of Ontario, Dept. F13, P.O. Box 850, L.C.D. #1, Hamilton, ON L8N 4J8.

Nutrient Value of Some Common Foods. Ottawa: Health Services Branch, Ministry of National Health Canada, 1988. ISBN 0-660-13047-5

“Nutrition Labelling Information.” National Institute of Nutrition, 265 Carling Avenue, Suite 301, Ottawa, ON K1S 2E1.

Ontario Egg Producers Marketing, 7195 Millcreek Drive, Mississauga, ON L5N 4H1.

Poultry Industry Council, RR2, Guelph, ON. Telephone (519) 837-0284.

Rogers, Jo. *What Food Is That and How Healthy Is It*. Toronto: Stewart House, 1990. ISBN 1-895246-18-0.

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

“Teens Take on Grocery Shopping.” A Mini Unit in Northwest Scientific Supply Ltd. P.O. Box 6100, LCD 1 Victoria, B.C. V8P 5L4, Telephone: 1-(800)-663-5890, e-mail: nwscience@pinc.com

Videotape

“Best of Muffins.” *Low Fat Express* in Northwest Scientific Supply Ltd. P.O. Box 6100, LCD 1 Victoria, B.C. V8P 5L4, Phone: 1-800-663-5890, e-mail: nwscience@pinc.com (12 minutes)

Buying Nutritious Food. Toronto: McGraw-Hill Ryerson Limited. (15 minutes).

Cooking With Convenience Foods. Toronto: McGraw-Hill Ryerson Ltd., 1991 (11 minutes).

How To Read and Use Food Labels. Learning Seed in Northwest Scientific Supply Ltd., P.O. Box 6100, LCD 1 Victoria, B.C. V8P 5L4, Telephone: 1-800-663-5890, e-mail: nwscience@pinc.com (15 minutes)

Label Smart Program. National Institute of Nutrition. Available from L. M. Media Marketing Services, 115 Torbray Road, Unit 9, Markham, ON L3R 2M9

Read the Food Label. Toronto: McGraw-Hill Ryerson Limited (15 minutes).

Shopping for Nutrition. OHEA

Value Shopping - Stretch Your Shopping Dollar. Learning Seed in Northwest Scientific Supply Ltd., P.O. Box 6100, LCD 1 Victoria, B.C. V8P 5L4, Telephone: 1-800-663-5890, e-mail: nwscience@pinc.com (21 minutes)

Internet/Software

Canadian Organic Advisory Board
www.coab.ca

Canadian Organic Growers
www.gks.com/cog

FoodFocus. 721 South Drive, Winnipeg, Manitoba R3T 0C2 Fax 204-477-9906

FoodWare. Toronto: McGraw-Hill Ryerson Limited.

Ontario Agri-Food Education

<http://www.oafe.org>

Urban Agriculture Notes - Community Gardens

<http://www.cityfarmers.org/communitygarden7.html>

Accommodations

- Provide response templates.
- Encourage the use of spell checker when using a computer.
- Provide alternatives to the written test.
- Group students of different abilities.
- Use visual aids extensively for ESL students.
- Allow students from same language background to work with ESL students.
- For student enrichment, create a label for a new product (strategy 1).
- For student enrichment, using *Nutrient Value of Some Common Foods* or software such as *FoodFocus*, students prepare a label for foods such as an apple, a glass of 2% milk, whole wheat bread, French fries, a chocolate bar and a cola soft drink. Students decide which food is more nutritious (strategy 1).
- For student enrichment, use the Internet (see Resources) to acquire information on organic foods and present a pro/con position paper or debate (strategy 4).

Activity 6: At The End of the Day

Time: 120 - 180 minutes

Description

As a culmination for this unit, students use their Cook's Books (from Activity 3) as the source of recipes for an in-class celebration meal.

Strand(s) and Expectations

Strand(s): Personal and Social Responsibilities

Overall Expectations:

PRV.O3X - summarize the practical factors and demonstrate the skills involved in producing appetizing and healthy foods for themselves and others.

Specific Expectations:

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

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

Planning Notes

Teacher awareness

- Consider ethnocultural and religious diversity in the class.

Teachers should:

- have a variety of cookbooks available as examples of content and organization;
- develop rubrics for summative evaluations;
- purchase supplies for celebration meal;

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- provide materials to produce the recipe collection.

Prior Knowledge Required

- Knowledge of kitchen safety, personal cleanliness, and lab organization
- Knowledge of food safety/food handling (sanitation); and household ecology
- Experience in small group work
- Some knowledge of the organization of a cookbook/recipe collection
- Experience with computers - word processing

Teaching/Learning Strategies

1. Student groups select recipes from their collections in their “Cook’s Books” (Activity 3) to make and serve as an end of unit celebration meal in class.

Assessment/Evaluation

- Summative evaluation: Cook’s Book using Appendix 2-3A - Scoresheet for Assessing “Cook’s Book”
- Summative evaluation: Celebration Meal using a rubric (Unit 3: Appendix 3-3A - Food Lab Rubric)

Resources

Print

Baird, Elizabeth and The Food Writers of Canadian Living Magazine and the Canadian Living Test Kitchen. *Easy Cooking - Canadian Living’s Best*. Toronto: Madison Press Limited, 1995.

ISBN 0-345-39805-X

Kane, Marion. *The Best of Food*. Toronto: The Toronto Star, 1997. ISBN 0-9690388-4-4

Stern, Bonnie. *Simply Heart Smart Cooking*. Toronto: Random House of Canada Limited, 1994.

ISBN 0-394-22401-9

Accommodations

- Group students of varying abilities for lab work.
- Group students with varying degrees of computer expertise for the production of the Recipe Collection.

Unit 4: Body Image

Time: 13 hours

Unit Developer(s)

Ruth Pearce, Waterloo Region District School Board

Karen Ross, Waterloo Region District School Board

Development Date: April/May 1999

Unit Description

Using reliable sources of information, students identify unhealthy eating patterns and possible remedies in dealing with body-altering substance abuse. Students determine the characteristics of weight control programs most likely to help people reach and/or maintain a healthy body weight. The importance of role models in the achievement and maintenance of healthy body weight is examined. Personal food choices are applied to methods of dealing with stress and achieving overall personal well-being.

Strand(s) and Expectations

Strand(s): Social Challenges

Overall Expectations: SCV.01X, .02X.

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

Activity Titles (Time and Sequence)

Activity 1	Changing Perceptions of Beauty	180-240 minutes
Activity 2	Recognizing Unhealthy Diet Patterns	180 minutes
Activity 3	Achieving Healthy Body Weight	120 minutes
Activity 4	Reducing Fat in the Diet	120 minutes
Activity 5	Strategies for Achieving Healthy Well-Being	120-180 minutes

Unit Planning Notes

Teacher awareness

- Be aware of methods for dealing with issues of a sensitive nature.
- Become familiar with research information software available in school's library/resource center.
- Assess the male/female ratio in the class in order to select suitable materials.
- Assess the ethno-cultural/religious diversity that may be present in the class so that suitable resources can be made available.

Teachers should:

- book appropriate audio-visual materials and equipment;
- prepare worksheets and overheads;
- reserve computer lab facilities and/or library/resource centre;
- become familiar with computer software;
- arrange for guest speakers;
- contact local Public Health Unit/Department for available resources (e.g., guest speakers, videos, eating disorder associations, hospital programs, teen health clinics);
- prepare visual aids to stimulate interest (e.g., posters, pamphlets, pictures of a wide variety of healthy bodies/role models);
- prepare Question Box (Activities 1 - 5);

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- prepare stress reliever activities (Activities 1 - 5);
 - prepare assessment rubric;
 - continue the investigation of related careers begun in Unit 1;
 - discuss with Special Education teachers the accommodations required to meet the needs of exceptional students (IEP/IPRC);
 - select samples of students' work that will be placed in their portfolios;
 - visit the Internet sites for National Eating Disorder Information Centre (NEDIC), Anorexia Nervosa and Related Eating Disorders (ANRED), and Males and Eating Disorders (primenet) for information relating to gender, ethno-cultural, and religious diversities;
 - decide on format for journal writing;
 - collect a variety of media on weight-control programs, diet advertisements, and celebrities (e.g., magazines, Internet articles, sports cards, etc.);
 - prepare graphs for plotting celebrities' heights and weights on transparencies or chart paper;
 - prepare the Wellness Puzzle.

Prior Knowledge Required

- Social science research skills from Units 1 and 3
- Skills to work in small groups
- Food preparation and lab safety skills
- *Canada's Food Guide to Healthy Eating*
- Journal-writing skills
- Experience with computers

Teaching/Learning Strategies

- Concept mapping (mind mapping)
- Journal writing
- Question box about body image topics
- Stress reliever activities
- Class discussion about videos dealing with body image
- Group research about unhealthy eating habit or body altering substance abuse
- Brainstorm lists of "comfort foods"
- Guest speakers
- Food lab
- Use of computer software to analyse diets
- Attribute web
- 30% Guide Worksheet
- Wellness Puzzle

Assessment/Evaluation

Tool	Purpose	Evaluator	Activity
Journal	Formative	Student/Teacher	On-going throughout Unit
Worksheets	Formative	Teacher	Activities as assigned
Letter	Summative	Teacher	Activity 1
Review of Healthy Eating Habits	Diagnostic	Teacher	Activity 2
Poster/Flyer/Pamphlet	Formative	Teacher/Student	Activity 2
Group Work	Formative	Teacher/Student	Activity 3
Guest Speaker	Formative	Teacher	Activity 3
Analysis of Weight Control Program	Formative	Teacher/Student	Activity 3
Attribute Web	Summative	Teacher	Activity 3
30% Guide worksheet	Formative	Teacher	Activity 4
Personal Meal Plan Analysis	Summative	Teacher	Activity 4
Food Lab	Formative	Teacher/Student	Activity 4
Unit Test	Summative	Teacher	Unit

Diagnostic: assessing what has been learned

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

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

Resources

Print

“A Matter of Fat.” (kit) 1997. Ontario Beef Information Centre, 2233 Argentia Road, Suite 100, Mississauga, ON L5N 2X7.

Buffum, D. and J. Carey. *The Best You Can Be: Body Image, Healthy Eating and Healthy Weight*. Red Deer, Alberta: Red Deer Regional Health Unit, 1993. (available for grades 7-9 and grades 10-12).

Chapman, C. *If The Shoe Fits. How to Develop Multiple Intelligence in the Classroom*. Skylight Publishing Inc., 1993. ISBN 0-9232935-64-8

Ferguson, Carol. *The New Canadian Basics Cookbook*. Toronto: Penguin Books Canada Ltd., 1999. ISBN 0-670-87909-6

Friedman, Sandra Susan. *When Girls Feel Fat: Helping Girls Through Adolescence*. Toronto: HarperCollins Publishers, 1997. ISBN 0-00-638561-3

“Healthy Eating Manual.” Canadian Cancer Society, Heart and Stroke Foundation, and Ontario Ministry of Health. Ontario: Queen’s Printer, 1997.

Howard, M. and E. Topp. *Healthy Home Cooking*. (Canadian Home Economics Association.) Macmillan Canada, 1993. ISBN 0-7715-9189-6

Jensen, Eric. *Brain Compatible Strategies*. California: Turning Point Publishing, 1997. ISBN 0-9637832-7-0

Lindsay, Anne. *The Lighthearted Cookbook*. Heart and Stroke Foundation of Ontario, 1988. ISBN 1-55013-068-4

O'Dea, J.A. "A Healthy Weight Range Chart for Adolescent Self Assessment." *Journal of Nutrition Education*. 28:293A, 1996.

"Ontario Chicken: Eat Light, Eat Right." (pamphlet) Ontario Chicken Producers Marketing Board, Box 5035, 3380 South Service Road, Burlington, ON L7R 3Y8

Ontario School Library Association. *Information Studies, Kindergarten to Grade 12*. Toronto: The Ontario Library Association, 1999. (<http://www.ola.aamlibs.ca>).

Pipher, Mary. *Hunger Pains: The Modern Woman's Tragic Quest for Thinness*. Toronto: Random House of Canada Ltd., 1995. ISBN 0-345-41393-8

Podleski, J., et al. *Looneyspoons*. Granet Publishers, 1996. ISBN 09680631-0-1

"Pork Nutrition Facts." (leaflet) Ontario Pork Producers. P.O. Box 740, 15 Waulron St., Etobicoke, ON M9C 5H3

"Putting Fat into Perspective." Canadian Egg Marketing Board. Ontario: Egg Marketing Agency, 1995. 7195 Millcreek Dr., Mississauga, ON L5N 4H1

Seaver, A., G. McVey, Y. Fullerton, and L. Stratton. *EveryBODY is a Somebody*. Brampton: Body Image Coalition of Peel, 1997. Available at all schools in the Region of Peel. (Order from Body Image Coalition of Peel, c/o Peel Health, 199 County Court Blvd., Brampton, Ontario, L6W 4P3. Telephone: 905-791-7800 ext. 2565.

Shallhorn, J., M. Simpson, and M. Smellie. *Social Issues II: A Guide to AIDS, Substance Abuse, Violence, Eating Disorders*. Toronto: Ontario Secondary School Teachers' Federation, 1990. ISBN 0-920930-48-4

Siebert, M. and E. Kerr. *Food for Life*. Toronto: McGraw-Hill Ryerson Ltd., 1994. ISBN 0-07-551544-X

"The Eating Edge." Dairy Farmers of Ontario, 1992.

Thompson, B. *A Hunger So Wide and So Deep*. Minneapolis: University of Minnesota Press, 1994.

Thomson, P. *Teacher's Resource to Accompany Food for Life*. Toronto: McGraw-Hill Ryerson Ltd., 1995. ISBN 0-07-551545-8

"Today's Pork: Making Nutrition Taste Good." (pamphlet) Ontario Pork Producers.

"Trimming the Fat." (pamphlet) Ontario Chicken Producers Marketing Board.

"Your Complete Guide to Ground Beef." (pamphlet) Ontario Beef Information Centre.

Videotapes

Fear of Fat: Dieting and Eating Disorders. Toronto: Visual Education Centre Limited, 1991. (Telephone: 1-800-668-0749).

Get Real. Port Credit: McNabb and Connolly, 1995. (Telephone: 905-278-0566; fax: 905-278-2801), website: www.homerom.ca

Slim Hopes: Advertising and the Obsession with Thinness. Media Education Foundation, 1996. (available through Kinetic Inc., Toronto, Telephone 1-800-263-6910).

The Myth of the Perfect Body: Accepting Your Physical Self. Mississauga: McIntyre Media Ltd., 1995. (Telephone: 905-678-9866; fax: 905-678-2403).

Internet

Anorexia Nervosa and Related Eating Disorders

<http://www.anred.com>

Fitness Link

<http://www.fitnesslink.com>

Girl Power

<http://www.health.org/gpower/girlarea/bodywise/index.htm>

Males and Eating Disorders

<http://www.primenet.com/~danslos/males/resources.html>

National Eating Disorder Information Centre. College Wing 1-211, 200 Elizabeth St., Toronto, Ontario M5G 2C4

<http://www.nedic.on.ca>

Nutrition on the Web for Teens

<http://library.advanced.org/10991/>

Organization for Nutrition Education

<http://www.usask.ca/nutpharm/one>

The Hospital for Sick Children, Toronto

<http://www.sickkids.on.ca>

University of Alberta Health Centre

<http://www.ualberta.ca/~jhancock/healthed.html>

Wellness International

<http://www.wellnessnet.com>

Computer Software

FoodFocus. 721 South Drive, Winnipeg, Manitoba, R3T 0C2 (Telephone: 204-453-6060, Fax: 204-477-9906).

Activity 1: Changing Perceptions of Beauty

Time: 180-240 minutes

Description

Students demonstrate an understanding of society's changing perceptions of beauty by analysing media images and explaining how role models influence body image. Students describe unhealthy eating patterns and body altering substance abuse.

Strand(s) and Expectations

Strand(s): Social Challenges

Overall Expectations:

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

Specific Expectations:

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

SC1.04X - demonstrate an understanding of the influence of role models in helping youth feel comfortable about their bodies.

Planning Notes

Teachers should:

- investigate the NEDIC and ANRED websites for the most recent information on gender and ethnocultural/religious aspects of this topic;
- determine format for journal writing and prepare rubric for assessment;
- book video resources and arrange for use of TV/VCR unit;
- prepare visuals/peripherals to display around classroom of a variety of healthy body types and role models, pamphlets, posters, etc;
- prepare worksheets and rubrics for evaluation;
- prepare question box;
- prepare stress reliever activities for each class;
- prepare supplies for visual essay;
- arrange for computer facilities;
- arrange for use of library resources.

Prior Knowledge Required

- Social science research skills (Unit1)
- Writing skills
- Reflective journal-writing skills
- Computer skills

Teaching/Learning Strategies

1. Teacher presents overview of topic by using a concept (mind) mapping strategy: personal well-being, weight-control programs, historical and current perceptions of beauty, body image, eating disorders, body altering substance abuse, advertising, role models, food and stress, familiar foods, and comfort foods.
2. Teacher introduces journal writing and explains format. Students write in their Body Image Journal every class during this unit to personalize their learning. Teacher explains rubric to be used for assessment. (Unit 1, Appendix 1A)
3. Teacher explains the Question Box. Students submit questions about body image topics at the beginning of any class. Each day a question is drawn from the box and written on the board. One student (or in pairs) is assigned to find the answer to the question using available resources, and shares the answer in the following class. This question could also be used for the journal reflection.
4. Teacher introduces the stress reliever activity, a stress-reducing, brief physical activity that is done each class. Teacher explains what stress is and the importance of coping with stress as a part of overall wellness. (Refer to *EveryBODY is a Somebody.*)
5. Each student is given a sheet of paper with the word “stress” written across it. (Alternative: The paper could have a thermometer on it to be coloured in, or, each student should be given a balloon to blow into.) Teacher reads aloud a list of stressors, one at a time. Each time the students recognize a stressor that they have experienced or are currently experiencing, they tear off a piece of paper (or colour the thermometer or blow into the balloon). The size of the paper (or amount of colour on the thermometer or inflation of balloon) will be determined by the amount of stress felt with that stressor. Students can add suggestions to the list of stressors. (Refer to *EveryBODY is a Somebody.*)
6. In their journals, students write a short paragraph comparing the number of difficult stressors compared to the smaller stressors in their lives. These paragraphs are personal and should not be shared aloud.

-
7. Students complete the activity, “If I could have anyone’s...” (nose, legs, etc.) by filling in the worksheet and then participating in a class discussion on body image. Discussion should include the perception of role models such as supermodel’s perfect legs, nose, hair, etc. and the use of computer enhancing to improve physical appearance in advertising. (*EveryBODY is a Somebody*, p. 19)
 8. Students view the video “Slim Hopes” (sections on Impossible Beauty and Constructed Body Parts) or other suitable video on changing perceptions of beauty in the media. Students observe visuals in classroom and complete a worksheet on the video and visuals. A group discussion of the body images presented in the media is initiated.
 9. Students investigate advertisements that deal with body image (e.g., Kellogg’s Special K web site). They compose a letter to respond to a company’s advertisements expressing their concerns about body image in advertising. (An example is given on the web site.) The letters are added to their portfolios.

Assessment/Evaluation

- Formative assessment using rubric of journal.
- Formative assessment of worksheets.
- Summative evaluation of letter.

Resources

Print

Chapman, C. *If the Shoe Fits... How to Develop Multiple Intelligence in the Classroom*. Skylight Publishing Inc., 1993. ISBN 0-9232935-64-8

Jensen, E. *Brain Compatible Strategies*. California: Turning Point Publishing, 1997. ISBN 0-9637832-7-0

Seaver, A., G. McVey, Y. Fullerton, and L. Stratton. *EveryBODY Is A Somebody*. Brampton: Body Image Coalition of Peel, 1997.

Videotape

Slim Hopes: Advertising and the Obsession with Thinness. Media Education Foundation, 1996.

Internet

Anorexia Nervosa and Related Eating Disorders (ANRED)

<http://www.anred.com>

Fitness Link

<http://www.fitnesslink.com>

National Eating Disorders Information Centre (NEDIC)

<http://www.nedic.on.ca>

Wellness

<http://www.wellness.com>

Accommodations

- Students may need the help of an educational assistant or other student to scribe worksheets, response letters, and journal entries.
- Stress reliever activities may have to be modified to accommodate specific students’ physical abilities.

Activity 2: Recognizing Unhealthy Diet Patterns

Time: 180 minutes

Description

By means of various information sources, students investigate unhealthy diet patterns, such as anorexia nervosa, compulsive eating, consumption of diet pills or steroids.

Strand(s) and Expectations

Strand(s): Social Challenges

Overall Expectations:

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

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

Specific Expectations:

SCI.02X - describe unhealthy eating patterns and body altering substance abuse (e.g., "yo-yo" dieting, compulsive eating, anorexia nervosa, bulimia, consumption of steroids);

SC1.03X - identify strategies for remediating unhealthy eating habits and body altering substance abuse (e.g., adolescent clinic in a local hospital).

Planning Notes

Teachers should:

- become familiar with research information software (available in school's library/resource centre);
- become familiar with computer software for designing brochures, flyers, etc. (e.g., *Microsoft Publisher*);
- contact the local health unit/department or similar resource for a guest speaker;
- arrange for use of TV/VCR unit, if using video resource;
- continue the use of the Question Box, journal writing, and stress reliever activities from Activity 1;
- preview the Internet web sites;
- arrange for use of library/resource centre;
- prepare copies of guest speaker notes worksheet. (Refer to Unit 1).

Prior Knowledge Required

- Ability to identify healthy eating habits (from Unit 3)
- Ability to use research skills (from Unit 1)
- Ability to work in small groups (from Unit 1)

Teaching/Learning Strategies

1. Students complete a review quiz on healthy and unhealthy eating habits (Unit 3, Activity 4). Students use text to define and explain terms to expand their understanding of healthy and unhealthy eating habits: anorexia nervosa, bulimia nervosa, yo-yo dieting, compulsive eating, overeating, consumption of steroids, and use of diet pills.
2. Students view one of the videos, *Fear of Fat* or *Get Real* or *Myth of the Perfect Body*. After viewing, they answer questions about the warning signs for anorexia nervosa and bulimia nervosa.
3. Encourage students to continue to use the Question Box for questions about unhealthy eating habits and body altering substances abuse.

-
4. Divide students into small groups. Each group uses social science research skills to investigate one unhealthy eating habit or body altering substance. The resources should include a variety of print (e.g., magazines, newspapers, journals), audio-visual, Internet sites, etc. The group's research information can be presented as a poster, flyer, or pamphlet that may be computer-generated for distribution to students. As a summary of the activity, the teacher assists students in preparing a Venn diagram to illustrate similarities and differences between eating disorders and body altering substance abuse (e.g., Similarities: alters body's appearance, eating patterns; Differences; gender, increasing/decreasing body size). Venn diagram is added to their portfolios.
 5. Invite a guest speaker from the local health unit or similar resource to talk to the students about ways to change unhealthy eating habits and body-altering substance abuse.

Assessment/Evaluation

- Diagnostic assessment: Review Quiz of Healthy/Unhealthy Eating Habits.
- Formative assessment: Research: Poster, Flyer or Pamphlet Assessment rubric (modelled from Unit 1).

Resources

Print

Buffum, D. and J. Carey. *The Best You Can Be: Body Image, Healthy Eating and Healthy Weight*. Red Deer, Alberta: Red Deer Regional Health Unit, 1993. (available for grades 7-9 and grades 10-12)

Friedman, Sandra Susan. *When Girls Feel Fat: Helping Girls Through Adolescence*. Toronto: HarperCollins Publishers, 1997. ISBN 0-00-638561-3

Pipher, Mary. *Hunger Pains: The Modern Woman's Tragic Quest for Thinness*. Toronto: Random House of Canada Ltd., 1995. ISBN 0-345-41393-8

Shallhorn, J., M. Simpson, and M. Smellie. *Social Issues II: A Guide to AIDS, Substance Abuse, Violence, Eating Disorders*. Toronto: Ontario Secondary School Teachers' Federation, 1990. ISBN 0-920930-48-4

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

Thompson, B. *A Hunger So Wide and So Deep*. Minneapolis: University of Minnesota Press, 1994.

Videotape

Fear of Fat: Dieting and Eating Disorders. Toronto: Visual Education Centre Ltd., 1991.

Get Real. Port Credit: McNabb and Connolly, 1995.

The Myth of the Perfect Body: Accepting Your Physical Self. Mississauga: McIntyre Media Ltd., 1995. Telephone: 905 - 678-9866, Fax: 905 - 678-2403

Internet

Anorexia Nervosa and Related Eating Disorders
<http://www.anred.com>

Girl Power
<http://www.health.org/gpower/girlarea/bodywise/index.htm>

Males and Eating Disorders
<http://www.primenet.com/~danslos/males/resources.html>

National Eating Disorder Information Centre. College Wing 1-211, 200 Elizabeth St., Toronto, Ontario M5G 2C4
<http://www.nedic.on.ca>

Nutrition on the Web for Teens
<http://library.advanced.org/10991/>

The Hospital for Sick Children, Toronto
<http://www.sickkids.on.ca>

University of Alberta Health Centre
<http://www.ualberta.ca/~jhancock/healthed.html>

Accommodations

- The information (strategy 4) could be presented as a Microsoft *PowerPoint* (or other presentation software) presentation by students in enrichment programs.
- Instead of a poster, flyer, or pamphlet, students could prepare a chart displaying information.

Activity 3: Achieving Healthy Body Weight

Time: 120 minutes

Description

Students analyse weight control programs to determine the characteristics of those most likely to help people reach and/or maintain a healthy body weight.

Strand(s) and Expectations

Strand(s): Social Challenges

Overall Expectations:

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

Specific Expectations:

SC1.05X - analyse weight control programs to determine the characteristics of those most likely to help people reach and/or maintain a healthy body weight.

Planning Notes

Teacher Awareness

- Be aware of students' sensitivities toward their physical appearance and weight and make allowances accordingly.

Teacher should:

- continue use of Question Box, journal writing, and stress reliever activities from Activity 1;
- make arrangements with guest speaker. The Public Health Unit/Department may have a speakers list of nutritionists and/or dietitians;
- collect a variety of media on weight-control programs, diet advertisements, and celebrities. (e.g., magazines, Internet articles, sports cards, etc.);
- prepare graphs for plotting celebrities' heights and weights on transparencies or chart paper.

Prior Knowledge Required

- Skills in small group work
- Social science research skills (Unit 3, Activity 7)

Teaching/Learning Strategies

1. Using magazines, Internet articles, and sports cards (especially hockey, baseball, basketball), students find heights and weights of celebrities. Plot the height range and weight range on graphs. Discuss the variety in height, weight, and body shapes represented. Celebrate the diversity in a simple, quick way such as doing a cheer (If the Shoe Fits, p. 43). Do not chart students' heights or weights (*EveryBODY is a Somebody*, page 90).
2. Students investigate the concept of set point, how it is an inherited characteristic, and how the body attempts to defend the set point. (Refer to *EveryBODY is a Somebody*.)
3. Students divide into groups of three or four. Each group is given a magazine or examples from the Internet to analyse the diet advertisements. Using social science research skills, students evaluate the advertisements for validity, reliability, accuracy, and bias. Each group presents its analysis to the class. Students discuss how these kinds of advertisements contribute to the stress and pressure to be thin and beautiful (in Western society).
4. Students evaluate some weight control programs using Is It A Good Weight Control Program? (Appendix 4-3A).
5. A guest speaker (a dietitian) speaks to the class on normal weight distribution in the population and weight loss programs. Students take notes on given worksheet.
6. As a summary, students develop an attribute web of the characteristics of weight control programs most likely to help people reach and/or maintain a healthy body weight and put it in their portfolios.

Assessment/Evaluation

- Formative assessment of group work
- Formative assessment of the analysis of weight control programs
- Formative assessment of guest speaker notes
- Summative evaluation of attribute web

Resources

Print

Chapman, C. *If the Shoe Fits...How to Develop Multiple Intelligence in the Classroom*. Skylight Publishing Inc., 1993. ISBN 0-9232935-64-8.

O'Dea, J.A. "A Healthy Weight Range Chart for Adolescent Self Assessment" *Journal of Nutrition Education*. 28:293A, 1996.

Seaver, A., G. McVey, Y. Fullerton, and L. Stratton. *EveryBODY Is A Somebody*. Brampton: Body Image Coalition of Peel, 1997.

Thomson, P. *Teacher's Resource to Accompany Food for Life*. Toronto: McGraw-Hill Ryerson, 1995. ISBN 0-07-551545-8

Internet

National Eating Disorder Information Centre
<http://www.nedic.on.ca>

Appendix

Appendix 4-3A - Is It a Good Weight Control Program?

Accommodations

- Another student may use carbon paper to take guest speaker notes for student who has difficulty writing.
- A gifted student could use a software program to graph the class members' height, eye colour, hair colour, and foot size. The student could also use the NEDIC site to develop a presentation on weight loss programs.

Appendix 4-3A: Is It A Good Weight Control Program?

Many new weight-control programs and products promise to help you lose weight, change your diet, and do it quickly. Use the following checklist to help you decide if the weight control program is a healthy one.

Circle Yes or No or Not Sure for each of the following questions:

1.	Is the diet based on Canada's Food Guide to Healthy Eating?	Yes	No	Not Sure
2.	Does the diet suggest recommended portion sizes?	Yes	No	Not Sure
3.	Does the diet include foods that are normally part of your meals?	Yes	No	Not Sure
4.	Does the diet include opportunities for dining out?	Yes	No	Not Sure
5.	Does the diet allow regular snacks and meals?	Yes	No	Not Sure
6.	Does the diet exclude or reduce foods that are high in energy and low in nutrients (e.g., fats, sugar, alcohol)?	Yes	No	Not Sure
7.	Does the program identify an age restriction?	Yes	No	Not Sure
8.	Does the program exclude meal replacements, diet pills, supplements, injections, or gadgets?	Yes	No	Not Sure
9.	Does the program exclude purchase of its trademark food products?	Yes	No	Not Sure
10.	Does the program recommend a gradual weight loss (about 0.25 - 1.0 kg. or 1/2 - 2 pounds a week)?	Yes	No	Not Sure
11.	Does the program recommend regular physical activity?	Yes	No	Not Sure
12.	Does the program recommend consulting your doctor or dietitian?	Yes	No	Not Sure
13.	Are follow-up services available?	Yes	No	Not Sure
14.	Can the program be followed over an extended period of time?	Yes	No	Not Sure

A good weight control program should answer YES to all of these questions. If you are NOT SURE about any questions, do further research before following the program.

Activity 4: Reducing Fat in the Diet

Time: 120 minutes

Description

Through food labs, students identify methods for reducing the percentage of fat content in a person's diet to 30%.

Strand(s) and Expectations

Strand(s): Social Challenges

Overall Expectations:

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

Specific Expectations:

SC1.06X - identify techniques for reducing the percentage of fat content in a person's diet to 30%.

Planning Notes

Teacher Awareness

- Be aware of students' sensitivities toward their physical appearance and weight and make allowances accordingly.

Teachers should:

- be familiar with *FoodFocus* software or "The Eating Edge" kit;
- collect cookbooks and magazines that feature low-fat recipes;
- plan a lab;
- ensure that students have copies of the personal eating records from Unit 3;
- stress that teenager's fat consumption should not be less than 30% or 65 grams per day.

Prior Knowledge Required

- Food preparation skills learned in Unit 2
- Lab safety skills
- *Canada's Food Guide to Healthy Eating*
- Computer skills

Teaching/Learning Strategies

1. Students complete a "Hunger Scale" (satisfied, thinking food, hungry, really hungry, starving) to understand the skill of responding to their body's hunger. (Refer to *EveryBODY is a Somebody*, p. 110.)
2. Students discuss ways of balancing fat intake in the diet (identifying sources of fat, methods of reducing fat). The aim is for teenagers to maintain 30% fat intake in their diet. (Refer to *A Matter of Fat* kit or other suitable resource.)
3. Using the "30% Guide" worksheet, students examine meal plans for fat content and recommend changes to meet the guideline. Software programs such as *FoodFocus* or kits such as "The Eating Edge" can be used as analysis tools. (Refer to Appendix 4-4A)
4. Students choose one of the revised meal plans, find suitable recipes, and prepare them in a food lab.
5. By referring to their personal food records and meal plans completed in Unit 3, Activity 3, students examine their food choices according to fat content. (If students have used a computer software program such as *FoodFocus*, their analysis will indicate fat content.) They suggest ways they can

- Formative assessment: preparation of meal (Food Lab rubric)
- Summative evaluation: personal meal plan analysis

Resources

Print

A Matter of Fat. (kit) 1997. Ontario Beef Information Centre, 2233 Argentinia Road, Ste. 100, Mississauga, ON L5N 2X7.

Ferguson, Carol. *The New Canadian Basics Cookbook.* Toronto: Penguin Books Canada Ltd., 1999. ISBN 0-670-87909-6

Healthy Eating Manual. Canadian Cancer Society, Heart and Stroke Foundation, and Ontario Ministry of Health. Ontario: Queen's Printer, 1997.

Howard, M and E. Topp. *Healthy Home Cooking.* (Canadian Home Economics Association) Macmillan Canada, 1993. ISBN 0-7715-9189-6

Lindsay, Anne. *The Lighthearted Cookbook.* Heart and Stroke Foundation of Ontario, 1988. ISBN 1-55013-068-4

“Ontario Chicken: Eat Light, Eat Right.” (pamphlet) Ontario Chicken Producers Marketing Board, Box 5035, 3380 South Service Rd., Burlington, ON L7R 3Y8.

Podleski, J. *Looneyspoons.* Granet Publishers, 1996. ISBN 09680631-0-1

“Pork Nutrition Facts.” (leaflet), Ontario Pork Producers, P.O. Box 740, 15 Waulron St., Etobicoke, ON M9C 5H3.

“Putting Fat into Perspective.” Canadian Egg Marketing Board. Ontario: Egg Marketing Agency, 1995, 7195 Millcreek Dr., Mississauga, ON L5N 4H1.

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

“The Eating Edge.” Dairy Farmers of Ontario, 1992.

“Today’s Pork: Making Nutrition Taste Good.” Ontario Pork Producers.

“Trimming the Fat.” (pamphlet) Ontario Chicken Producers Marketing Board.

“Your Complete Guide to Ground Beef.” (pamphlet) Ontario Beef Information Centre.

Computer Software

FoodFocus. 721 South Drive, Winnipeg, Manitoba, R3T 0C2 (Telephone: 204-453-6060, Fax: 204-477-9906).

Appendix

Appendix 4-4A - The 30% Guide

Accommodations

- An educational assistant may need to work with the student during the lab experience.
- A peer buddy could work with a student on the meal plan analysis.

Appendix 4-4A: The 30% Guide

A teenager's diet should include no less than 30% fat content. The recommended grams of fat per day are no less than 65 grams.

Using available resources (*FoodFocus*, *The Eating Edge*), determine the fat content of each "meal" listed below. In the square below each selection, suggest food substitutions that would reduce the fat content of that "meal".

Hamburger (with condiments) French Fries Strawberry Milkshake Apple Turnover Provides _____ grams of fat.	Fried Chicken (2 pieces) Hash Browns Coleslaw Cola Drink Provides _____ grams of fat.	Caesar Salad Garlic Bread Favourite Soft Drink Provides _____ grams of fat.
 Provides _____ grams of fat.	 Provides _____ grams of fat.	 Provides _____ grams of fat.
Fried Eggs Bacon Home Fries Toast with Butter Coffee with Cream and Sugar Provides _____ grams of fat.	Grilled Cheese Sandwich Cream of Mushroom Soup Orange Drink Provides _____ grams of fat.	Toast Skim Milk Provides _____ grams of fat.
 Provides _____ grams of fat.	 Provides _____ grams of fat.	 Provides _____ grams of fat.

Activity 5: Strategies for Achieving Healthy Well-Being

Time: 120-180 minutes

Description

Students identify and analyse personal food choices as they affect one's ability to cope with stress. Students demonstrate an understanding of making informed food decisions that will lead to a reduction of fat content in the diet and overall personal well-being.

Strand(s) and Expectations

Strand(s): Social Challenges

Overall Expectations

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

Specific Expectations

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

SC2.02X - identify personal food choices and how these choices affect their ability to cope with stress;

SC2.03X - analyse the role of familiar foods (e.g., "comfort" foods, cultural foods) in the management of stress.

Planning Notes

Teacher should:

- prepare summative evaluation for this unit;
- have food pictures available for "comfort foods";
- prepare a worksheet for the textbook reading;
- prepare a list of stressors;
- prepare wellness puzzle.

Prior Knowledge Required

- *Canada's Food Guide to Healthy Eating*

Teaching/Learning Strategies

1. Review the definition of stress from Activity 1.
2. Divide class into smaller groups of 3 or 4 persons. Ask each group to brainstorm a list of ways to cope with stress. Exchange lists with another group. Sort the coping methods into "positive" and "negative" methods. (Positive methods encourage good health without harm; negative methods cause harm to selves and others.) Students review the stress-relieving activities that have been used during this unit.
3. Focus on the coping methods that involve food. Through teacher-led discussion, list the foods in categories according to *Canada's Food Guide to Healthy Eating*. Lead discussion about familiar foods providing comfort during stressful situations.
4. Using the text, *Food for Life*, chapter 1, students read and answer questions about the relationship between food and personal wellness.
5. Review the relationship between food and wellness by using the Wellness Puzzle activity. Give each member of the class a piece of the puzzle which has been labelled with items that promote or hinder overall health and well-being (e.g., making good food choices, maintaining a healthy weight, getting enough sleep, dealing with stress, exercising, not using harmful substances, etc.) Students place puzzle pieces on the puzzle bases (one shaped as a human body, one shaped as a garbage can). As students

place the pieces on the correct base, they explain why the items promote or hinder overall health and well-being.

6. In their journals, students write about an experience with foods that provided comfort during a personally stressful situation.

Assessment/Evaluation

- Formative assessment: completion of journals
- Summative evaluation: a written unit test

Resources

Print

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

Seaver, A., G. McVey, Y. Fullerton, and L. Stratton. *EveryBODY is a Somebody*. Brampton: Body Image Coalition of Peel, 1997.

Accommodations

- An educational assistant may need to work with the student.
- A peer buddy could work with a student for note taking.

Unit 5: Food From Canadian and Global Perspectives

Time: 23 hours

Unit Developer(s)

Janette Bent, Hamilton Wentworth District School Board

Jennifer O'Hannesin, Waterloo Region District School Board

Development Date: April/May 1999

Unit Description

Students investigate their own food customs and traditions compared to those of other cultures and regions in Canada using current social science research methods and report their findings to the class. Preparation of foods from various regions in Canada and other cultures illustrates the contribution of these foods to the Canadian food heritage. Canadian food supply/production and global food issues are examined for their impact on food security.

Strand(s) and Expectations

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

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

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

Activity Titles (Time and Sequence)

Activity 1	Our Native Food Heritage	200 - 250 minutes
Activity 2	Our Regional Food Heritage	150 - 300 minutes
Activity 3	Canadian Food Supply and Production	150 - 200 minutes
Activity 4	Investigating World Hunger	140 - 210 minutes
Activity 5	Staple Foods of the World	210 minutes
Activity 6	Celebration of Food Diversity	400 - 500 minutes

Unit Planning Notes

Teachers should:

- decide how food preparation and meal planning is incorporated into all of the unit activities;
- book appropriate audio-visual materials and equipment and prepare overheads and worksheets;
- order grocery items;
- book library and computer facilities for research as required;
- assemble a collection of ethnic and Canadian cookbooks;
- acquire a large map of Canada, overheads of Canadian regions, and blank outline map of Canada;
- assemble a display of pamphlets from the various marketing boards;
- obtain songs required for world hunger activity;
- acquire supplies: chart paper, blank paper, and statistical charts and graphs;
- arrange for guest speakers.

Prior Knowledge Required

- Food preparation techniques, working in small groups
- Some knowledge of *Canada's Food Guide* and "Native Peoples' Food Guide"
- Social science research skills
- Basic oral and written communication skills
- Basic computer and Internet use skills
- Some knowledge of the geography of Canada

Teaching/Learning Strategies

- Viewing of appropriate films.
- Research through the library or Internet resources.
- Demonstration of ethnic food preparation.
- Research of ethnic foods and the Canadian food heritage.
- Students planning, preparing, and serving foods in food labs.
- Analysis of the Canadian food supply.
- Guest speakers from the community.
- Involvement in global food issues through research, participation in a 30-hour famine and volunteering at a local food bank.

Assessment/Evaluation

Tool	Purpose	Evaluator	Activity
Observation	Formative	Teacher	All activities, ongoing throughout unit.
Participation Rubric	Formative/Summative	Teacher/Student	All group activities. All individual activities.
Labs, Worksheets, Reports	Formative/Summative	Teacher	Activities as assigned.
Research and Presentation Rubric	Formative	Teacher/Student	Activity 1
Poster	Formative	Teacher	Activity 2
Food Lab	Formative	Teacher	Activity 2
Food Supply Map	Formative	Teacher	Activity 3
Marketing Board Box	Summative	Teacher	Activity 3
Quiz	Summative	Teacher	Activity 3
Poem/Picture	Formative	Teacher/Student	Activity 4
Quiz	Summative	Teacher	Activity 4
Display board	Summative	Teacher	Activity 5
Lab	Formative	Teacher/Student	Activity 5
Presentation, Report	Formative/Summative	Teacher/Student	Activity 6
Test	Summative	Teacher	Activity 6

Diagnostic: assessing what has been learned

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

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

Resources

Print

100 Years of Canadian Cooking. Centennial Cookbook.

Barer-Stein, Thelma. *You Eat What You Are: A Study of Ethnic Food Traditions*. Toronto, ON: McClelland and Stewart Ltd., 1980.

Beef Information Centre, Suite 100, 2233 Argenta Road, Mississauga, ON L5N 2X7

Delise, H. "The World Summit and the Rome Forum on Food Security: A Participant's Reflections." *Canadian Home Economics Journal*, V. 74, (Spring 1997) No. 2.

Federated Women's Institutes of Canada. *Cooking Collections Canadian Feasts From Land to Sea*. Regina, Sask.: Centax Books, a Division of Print West Ltd. 1993.

Ferguson, C. and Fraser M. *A Century of Canadian Cooking*. Prentice-Hall, 1992.

"Food for Now and the Future." Ontario Public Health Association Food Security Work Group, 1993/94.

Fraser, M. *Canadian Living's Family Cookbook*. Toronto: Madison Press Books, 1995.

International Food Library. Rourke Publications, Inc., 1989.

"kNOw hunger." World Vision Canada, 1997.

Lee, Enid, and C. Marshall. *Kaleidoscope of Health: A Training Manual for Race and Ethnocultural Equity in the Ontario Health Care System*. Don Mills, ON: Ontario Hospital Association, 1994.

Longacre, Doris Janzen. *More With Less Cookbook*. Pennsylvania: Herald Press, 1976.

Nightingale, M. *Out of the Old Nova Scotia Kitchens*. Halifax, N.S.: McCurdy Printing Co., Ltd., 1970.

Ontario Chicken Producers Market Board, Box 5053, 3380 South Service Road, Burlington, ON L7R 3Y8

Ontario Dairy Farmers, 6780 Campobello Road, Mississauga, ON L5N 2L8

Ontario Pork Producers, P.O. Box 740, 15 Waulron St., Etobicoke, ON

Pattinson, N. *Canadian Cookbook*. Toronto: McGraw-Hill Ryerson Ltd., 1995.

Peterat, L. *Food Security*. Vancouver: Home Economics Global Education Network, 1991.

Peterat, L. *Staple Foods and Food Forms: Choices, Changes and Challenges*. Vancouver: Home Economics Global Education Network, 1991.

Pole, Martin, ed. *Canada Cookbook The Scenic Land*. Montreal: Tormont Publications Inc.

Schlabach, Joetha Handrick. *Extending the Table: A World Community Cookbook*. Scottdale, Pennsylvania: Herald Press, 1991.

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

The Word Atlas of Food: A Gourmet's Guide to Great Regional Dishes of the World. Galley Press.

UNICEF. *The State of the World's Children*. Oxford University Press, 1998.

Foods of the World. New York: Time Life Books, 1970.

Wagh, F. W. *Iroquois Foods and Food Preparation*. Ottawa: Government Printing Office, 1996.

World Vision Canada. *Food Security*. October 1994. Canada: Development Education Department.

Internet

CHEA Food Security Position Paper

<http://www/chea.ca>

Centre for Indigenous Peoples' Nutrition and Environment

<http://cine.mcgill.ca>

Indian and Northern Affairs Canada

<http://www.inac.gc.ca>

National Farm Products Council (marketing boards)

<http://www.nfpc-cnpa.gc.ca/english/faq.html>

Ryerson's Centre for Studies in Food Security

<http://www.acs.ryerson.ca/~foodsec/foodsec>

United Nations Orig. Index

<http://www.unsystem.org/index8.htm>

Videotapes

Multicultural Food: More than a Meal. Classroom Video, 1998.

NO More Hunger. World Vision Canada, 1998.

Activity 1: Our Native Food Heritage

Time: 200 - 250 minutes

Description

Students gain an understanding and knowledge of the diets and food production methods of Native peoples in various parts of Canada. They use a variety of research tools, such as books and the Internet, to develop a chart that summarizes where the early Native peoples lived, their diet, and how they obtained their food.

Strand(s) and Expectations

Strand(s): Diversity, Interdependence and Global Connections

Overall Expectations:

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

Specific Expectations:

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

Planning Notes

Teachers should:

- prepare format for Native Research Project;
- arrange access to computer and Internet;
- reserve library time for research;
- provide a collection of Canadian cookbooks;
- provide a large map of Canada.

Note: As students research, ensure that they are aware that this activity is being done from a historical perspective.

Prior Knowledge Required

- Knowledge of *Canada's Food Guide*/"Native Peoples' Food Guide"
- Knowledge of social science research skills
- Knowledge of computer and Internet use
- Some knowledge of Canadian geography
- Food safety and preparation skills

Teaching/Learning Strategies

1. Provide a large map and locate the regions of Canada. Students brainstorm to identify significant geographic features of the regions.
2. Students discuss the identification of Native people in various regions of Canada.
3. Divide students into groups for research on the Native peoples of Canada; assign a geographic region of Canada to each group (e.g., Arctic region, Ontario and Quebec, the Atlantic region, the Plains, British Columbia). The research project includes:
 - a chart of early Native peoples and their diet, where they lived, and significant factors (geographical and seasonal) that affected their food supply.
 - a map of Canada showing geographic features that were factors in their food supply.
 - a food poster that shows foods included in their diets, displaying how adequate nutrition was provided.
4. Students prepare a recipe featuring foods from the Native region their group studied.
5. Students present their findings to the class and explain the significance of the food they prepared.
6. Students create a bulletin board display of their projects.

Assessment/Evaluation

- Formative assessment of research projects and presentations (Appendix 5-1A)
- Peer formative assessment of presentation (Appendix 5-1A)

Resources

Print

Nightingale, M. *Out of Old Nova Scotia Kitchens*. Halifax, Nova Scotia: McCurdy Printing Co. Ltd., 1970.

Pattison, N. L. *Canadian Cookbook*. Toronto: McGraw-Hill Ryerson Limited, 1985.

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

Wagh, F. W. *Iroquois Foods and Food Preparation*. Ottawa: Government Printing Office, 1996.

Internet

Centre for Indigenous Peoples' Nutrition and Environment CINE

<http://cine/mcgill.ca>

Indian and Northern Affairs Canada

<http://www.inac.gc.ca/>

Native Recipes

<http://www.indy4.fdl.cc.mn.us/~isk/food/recipes.html>

Appendix

Appendix 5-1A - Scoresheet for Native Foods Research and Presentation

Accommodations

- Students can be paired with other students for co-operative learning experiences.
- Students with a Native heritage may share their food heritage with the class, or invite an elder as a guest speaker.
- Students may need additional time for completion.

Activity 2: Our Regional Food Heritage

Time: 150 - 300 minutes

Description

Students gain an understanding and knowledge of the foods of each region in Canada. They become familiar with the subtle differences in food because of variations in geography, history, the size of Canada, and the cultural backgrounds of people. Using this information, students develop a poster displaying the connection between food, geography, and culture of early settlers. To gain an appreciation of this diversity, students plan and prepare a recipe of a typical regional food and investigate the emergence of a new Canadian cuisine.

Strand(s) and Expectations

Strand(s): Diversity, Interdependence and Global Connections

Overall Expectations:

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

Specific Expectations :

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

DI2.03X - use a variety of tools such as books or search engines on the Internet to research and report on the emergence of a new Canadian cuisine;

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

Planning Notes

Teachers should:

- collect Canadian cookbooks;
- make overheads of maps of Canada identifying regions, early settlers, and food production;
- provide blank outline maps of Canada;
- design format and criteria for a poster;
- collect information about restaurants in Canada serving foods from various parts of the world.

Prior Knowledge Required

- Knowledge of *Canada's Food Guide*/"Native Peoples' Food Guide"
- Social science research skills
- Access to a computer and the Internet
- Food safety and preparation skills

Teaching/Learning Strategies

1. Students discuss and identify regions of Canada desirable to early settlers using an overlay transparency map of food available, then map settlements.
2. Students brainstorm to identify significant foods that developed in each region as a result.
3. Students, in small groups, choose one of the following regions: Atlantic, Quebec, Ontario, Prairie, Pacific, and Arctic. For their region, each group will research, from the perspective of an early pioneer, foods available, a recipe for an available food, food preparation methods adapted for the recipes, culture of the arriving settlers.

-
- Each small group creates a poster of their region of Canada illustrating the connection between food, geography and culture.
 - Students prepare a food heritage buffet including recipes featuring foods from all regions of Canada. Some possible foods are: bannock, blueberry scones, peach or apple pie, a hearty soup.
 - Students investigate ethnic restaurants/fast food outlets in Canada using a variety of research tools e.g., telephone books, travel books, magazines, Internet. They classify the restaurant/fast food outlets according to the country of origin indicating the number of references found for each. Combine the findings of the class. Students identify the emergence of a new Canadian cuisine compared to our Canadian food heritage.

Assessment/Evaluation

- Formative assessment of poster
- Formative assessment of food lab using rubric (Unit 3, Appendix 3A - Food Lab)

Resources

Print

100 Years of Canadian Cooking. Centennial Cookbook.

Benoit, J. *A Complete Heritage of Canadian Cookery. The Canadian Cookbook*. Toronto: Parurian Press Ltd., 1970.

Federated Women's Institutes of Canada. *Cooking Collections Canadian Feasts From Land and Sea*. Regina: Centax Books, 1993.

Fraser, Margaret. *Canadian Living's Family Cookbook*. Toronto: Madison Press Books, 1997.

Nightingale, M. *Out of Old Nova Scotia Kitchens*. Halifax: McCurdy Printing Co., Ltd., 1970.

Pattison, N. *Canadian Cookbook*. Toronto: McGraw-Hill Ryerson Ltd., 1985.

Pole, Martin, ed. *Canada Cookbook, the Scenic Land*. Montreal: Tormont Publications Inc.

Powers, Jo Marie and Anita Stewart. *Northern Bounty. A Celebration of Canadian Cuisine*. Toronto: Random House of Canada, 1995.

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

The World Atlas of Food. A Gourmet's Guide to the Great Regional Dishes of the World. Galley Press.

Accommodations

- Students can be paired with other students for co-operative learning experiences.

Activity 3: Canadian Food Supply and Production

Time: 150 - 200 minutes

Description

Through a review of the geographical features of Canada, students gain knowledge of the food production regions of Canada and the features that affect the food supply. Students use Internet databases to locate the primary food sources and obtain up-to-date information on co-operatives and marketing boards in Canada.

Strand(s) and Expectations

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

Overall Expectations:

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

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

Specific Expectations:

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

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

D13.03X - describe the role of co-operatives and marketing boards, including those of Native peoples;

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

Planning Notes

Teachers should:

- provide a large map of Canada;
- provide literature from the various marketing boards;
- arrange for library and Internet access.

Prior Knowledge Required

- Some knowledge of social science research techniques, computer and Internet use
- Some knowledge of the geography of Canada

Teaching/Learning Strategies

1. Students discuss geographic conditions that affect food production.
2. Students identify food production areas in Canada, locate them on a map, and make connections between food produced and geographic conditions. Students complete a map of Canada, showing the following major food production areas: Annapolis Valley, St. John River Valley, Prince Edward Island, St. Lawrence Lowlands, Eastern Ontario, Niagara Peninsula, Holland Marsh, Prairies, Okanagan Valley, and Fraser Delta.
3. Students use a database from the National Farm Products Council to locate primary food sources for each of the above areas.
4. Teacher introduces the concepts of co-operatives and marketing boards. Brainstorm types of information found in marketing board literature (purpose, quota, etc.). (See Appendix 5-3A)
5. Students research co-operatives and marketing boards on the Internet, completing Marketing Board Box assignment from the information (see Appendix 5-3B). (There are over 100 Marketing Boards showing the value of marketing boards to consumers.)
6. Students give a five-minute presentation on their Shoe Box Marketing Board.

Assessment/Evaluation

- Formative assessment on food supply map
- Summative evaluation of the Marketing Board box assignment using rubric (Appendix 5-3C)
- Summative quiz

Resources

Print

Beef Information Centre, Suite 100, 2233 Argenta Road, Mississauga, ON L5N 2X7.

Ontario Chicken Producers Market Board, Box 5035, 3380 South Service Road, Burlington, ON L7R 3Y8.

Ontario Dairy Farmers, 6780 Campobello Road, Mississauga, ON L5N 2L8.

Ontario Pork Producers, P.O. Box 740, 15 Waulron St., Etobicoke, ON.

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

Internet

Indian and Northern Affairs Canada

<http://www.inac.gc.ca/>

National Farm Products Council

<http://www.nfpc-cnpa.gc.ca/english/faq.html>

Appendices

Appendix 5-3A - Understanding Co-operatives and Marketing Boards

Appendix 5-3B - The Marketing Board Box Assignment

Appendix 5-3C - Evaluation Rubric: The Marketing Board Box

Accommodations

- Pair students who have lower level computer skills with those who have higher level computer skills.
- Provide answer sheets for students doing research.

Appendix 5-3A: Understanding Co-operatives and Marketing Boards

1. What is a co-operative?
2. Why are co-operatives important to Native peoples?
3. What is a marketing board?
4. What is a quota?
5. How many marketing boards are there in Canada?
6. Name six marketing boards and describe their purpose.
7. What is the job of a marketing agency?
8. What is the purpose of a promotion research agency?

Appendix 5-3B: The Marketing Board Box Assignment

1. Students select a food marketing board to research and present their findings as a box.
2. The outside of the box represents the selected marketing board, the inside represents various criteria the student learns about the marketing board (e.g., purpose, quotas, the producer, promotion examples, pamphlets).
3. Students use a variety of sources of information.
4. Box Presentation: creativity, completeness, and accuracy are important for a completed box.
5. Oral Presentation: each student does a five- to ten-minute presentation of their box to the class, explaining the box and showing an understanding of the Marketing Board represented.

Appendix 5-3C: Evaluation Rubric: The Marketing Board Box

	1 50 - 59%	2 60 - 69%	3 70 - 79%	4 80 - 100%
Outside of box shows knowledge of marketing board.	- limited understanding shown	- some understanding	- understands selected marketing board	- exceeds expectations
Purpose of marketing board.	- limited understanding	- some understanding	- understands the purpose of the marketing board	- exceeds expectations
Information inside the box: variety of knowledge obtained.	- limited knowledge shown by contents (3 different items)	- some knowledge shown by contents (4 different items)	- knowledge of the marketing board (5 different items)	- exceeds expectations (6 or more different items)
Box Presentation - neat, shows a variety of representations of the marketing board. Shows creativity.	- limited effort to have box represent a marketing board, lacks creativity	- some effort displayed in having the box represent the selected marketing board, some creativity	- box neat, represents the marketing board clearly, shows creativity	- box exceeds expectations in representing the marketing board, very creative
Oral Presentation - Student shows knowledge and understanding of the marketing board represented, can discuss and answer questions.	- limited understanding of the marketing board represented, has difficulty discussing and answering questions.	- some understanding of the marketing board represented, some discussion and answering questions.	- clearly understands the marketing board represented, can discuss topic and answer some questions.	- exceeds expectations in knowledge, understanding, and ability to discuss and answer questions

Teacher Remarks:

Activity 4: Investigating World Hunger

Time: 140 -210 minutes

Description

Students examine and gain an understanding of local and global hunger as it pertains to food security, food policies, and food production methods both locally and abroad. They develop strategies to increase their knowledge of world hunger and provide insight to alleviate the problems surrounding this issue. They differentiate between world hunger as it exists in developed and developing countries.

Strand(s) and Expectations

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

Overall Expectations:

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

Specific Expectations:

- DI4.01X - explain the importance of policy decisions as applied to global food issues (e.g., how personal and family decisions can affect our world);
- DI4.02X - identify the causes of hunger in Canada and the world and list some possible strategies of alleviating hunger;
- DI4.03X - determine how food-production methods can contribute to satisfying global food needs;
- DI4.04X - differentiate between the food-production methods of developed and developing countries and the impact of those methods on food security;
- SS1.07X - write a report or an essay analysing a food issue, such as food security, by reading, summarizing, and interpreting articles on food and nutrition in newspapers, magazines and selected research literature.

Planning Notes

Teachers should:

- obtain songs that relate to world hunger;
- prepare overhead transparencies pertaining to food security notes and food production;
- prepare question sheet for video “No More Hunger”;
- accumulate supplies needed for tasks: chart paper, blank paper, and statistical charts/graphs or Articles to summarize;
- decide group formation based on abilities;
- obtain prizes for best picture and poem (optional);
- prepare for guest speaker or video;
- get students involved with the 30-Hour Famine (bonus marks).

Prior Knowledge Required

- Co-operative group skills and communication skills
- Graphing techniques
- Research writing skills

Teaching/Learning Strategies

1. Students listen to songs relating to world hunger (e.g., Band Aid: We Are the World, Michael Jackson: Earth Song). Show the artist, title, and lyrics of the song on an overhead. Explain the importance or impact of the song and identify students' feelings.
2. Students view the video "No More Hunger" and complete question sheet.
3. Present a definition of food security, facts about food security and myths and realities that accompany this issue. As well, present policy decisions regarding Free Trade, Economics, Genetic Engineering, Marketing, and the Environment. Discuss personal and family decisions. Students record the information in their notebooks.
4. Through brainstorming, students compile a list of the reasons for hunger in Canada and throughout the world. Strategies for alleviating hunger are also discussed.
5. If available, using the text *Food for Life*, students read chapter 13 independently or together as a class to identify food production methods of developed and developing countries and the resulting impact of food needs.
6. Students form into groups of four and complete the following tasks per group:
 - i) Draw a picture or symbol that illustrates a world where everyone's basic needs are met.
 - ii) Given the following question, "What if all people on earth had adequate food, water, shelter, and equal opportunities?", list what some of the consequences or outcomes might be.
 - iii) Create a poem that informs others about world poverty and/or world hunger.
 - iv) Using the statistics (e.g., mortality rates under four), articles, and/or information provided by the teacher, graph the results and/or write a summary report suggesting ways to solve the problem(s).
 - v) Students present the work to the rest of the class.
7. Invite a guest speaker from the local Food Bank, Community Kitchen, or Meals on Wheels, to address the needs of the community and how students can get involved or offer services to a local program (sending students to help, preparing food to go, or creating a hamper).

Assessment/Evaluation

- Formative peer-assessment of best picture/symbol and poem
- Summative evaluation test

Resources

Print

- Delisle, Helene. "The World Summit and The Rome Forum on Food Security: A Participant's
Canadian Home Economics Journal, Volume 74 (Spring 1997) No. 2, p 57-61.
- "Food for Now and the Future." Ontario Public Health Association Food Security Work Group, 1993/94.
- Peterat, L. *Food Security*. Vancouver: Home Economics Global Education Network, 1991.
- Peterat, L. *Staple Foods and Food Forms: Choices, Changes and Challenges*. Vancouver: Home Economics Global Education Network, 1991.
- Siebert, M., and E. Kerr. *Food For Life*. Toronto: McGraw-Hill Ryerson Limited, 1994.
- UNICEF. *The State of the World's Children*. London: Oxford University Press, 1998.
- World Vision Canada. *Food Security*. October 1994. Canada: Development Education Department.

Internet

CHEA Food Security Position Paper

<http://www.chea.ca>

Ryerson's Centre for Studies in Food Security

<http://www.acs.ryerson.ca/~foodsec/foodsec>

United Nations Orig. Index

<http://www.unsystem.org/index8.htm>

Kits

kNOw hunger. World Vision Canada, 1997.

Videos

No More Hunger. World Vision Canada, 1998.

Accommodations

- Create heterogeneous groupings according to strengths and abilities of students.
- Allow extra time for completion.
- Work with peer tutors.
- For student enrichment, get involved with the local Food Bank, a 30-Hour Famine, or other local agencies/programs.

Activity 5: Staple Foods of the World

Time: 210 minutes

Description

Students become familiar with various types of staple foodstuffs, define the term staple as it relates to food, obtain information through the use of research skills, and prepare a staple food.

Strand(s) and Expectations

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

Overall Expectations:

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

Specific Expectations:

DI4.05X - 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)

Planning Notes

Teachers should:

- collect various types of grains, legumes, etc.;
- book computer lab time;
- collect a variety of cookbooks/recipes for grains, legumes, etc.;
- invite a guest speaker;
- obtain popular staple snack foods.

Prior Knowledge Required

- Familiarity with computers
- Social science research skills
- Food lab procedures and skills

Teaching/Learning Strategies

1. Students view various staples, grains, and legumes around the room and try to identify the various types.
2. Students choose one type of staple: grain or legume, and prepare a display board to include the following points:
 - botanical name and country of origin;
 - growing conditions;
 - nutritional value;
 - ethnic populations who eat it, uses, and three recipes;
 - diagrams/pictures.Information is obtained using previous social science skills learned.
3. Lab - using food safety techniques, students prepare a recipe based on the grains and legumes studied in class.
4. Access several popular staple snack foods from different cultures. Indicate the ingredients and common characteristics. Examine their nutritional value and how they rate for convenience and taste.
5. If time allows, design a new snack food based on foods indigenous to your area and climate. Develop the packaging and create a taste test sample.

Assessment/Evaluation

- Summative evaluation of display board
- Formative - teacher/peer-assessment of lab using rubric (Unit 3, Appendix 3-3A)

Resources

Print

Cookbooks that relate to the grains and legumes.

Longacre, Doris Janzen. *More With Less Cookbook*. Pennsylvania: Herald Press, 1976.

Peterat, Linda. *Staple Foods and Food Forms: Choices, Changes and Challenges*. Vancouver: Home Economics Global Education Network, 1991.

Schlabach, Joetta Handrich. *Extending the Table: A World Community Cookbook*. Scottsdale, Penn.: Herald Press, 1991.

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

Accommodations

- Oral, written, or audio presentations.
- Work with a peer/buddy.

Activity 6: Celebration of Food Diversity

Time: 400 - 500 minutes

Description

Through the examination of videos, printed material, and personal preference, students gain an understanding of various family customs, traditions, and food usage as they relate to Canada's diverse ethnic makeup. They then present these findings to the class.

Strand(s) and Expectations

Strand(s): Diversity Interdependence and Global Connections

Overall Expectations:

DIV.O1X - describe the relationship among family customs, traditions, and food, using current social science research methods.

Specific Expectations:

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

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

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

Planning Notes

Teachers should:

- book a/v material;
- create an outline or question sheet for video;
- obtain grocery items;
- book a library period or two to work on presentations;
- book class presentation dates;
- collect a variety of multicultural cookbooks;
- gather recipes and pictures from various cuisines;
- invite a guest speaker;
- prepare a quiz/test;
- refer to research skills, unit 1.

Prior Knowledge Required

- Food preparation techniques
- Ability to work in small groups
- Social science research skills

Teaching/Learning Strategies

1. Students view video on multicultural foods. From the video, they complete the teacher-generated question sheet or outline.
2. Brainstorm with the class various food customs and traditions carried out within the students' homes or community. Have students give reasons for the particular food customs and traditions in their home or research individuals within the community.
3. Optional: Prepare a food from their ethnic background or choice as part of a class demonstration. Explain the relevance of the particular food chosen. A guest speaker may be an alternative.

-
4. A list of various different types of foods is presented on an overhead and students find the origin of the dish and list the main ingredients: (e.g., curry, goulash, soufflé, paella, chow mien, streusel, pavlova, tamale, shish kebob, and baklava).
 5. Students choose a partner. (Number of classes may vary based on time, class size, and budget allocations.) Each pair chooses a specific culture and compile a written component of the foods, flavours, traditions, family customs, and religious laws that influence the choice of foods from that culture. Students then prepare traditional foods relating to that culture (see Appendix 5-6A)
 6. Each presentation takes 10 - 15 minutes as the pair explain about the culture. Peer evaluations are carried out. (See Appendix 5-6B)
 7. A celebration of foods, to include students, teachers, parents, and/or community members concludes this unit/course.

Assessment/Evaluation

- Formative – Peer/self-assessment of presentation
- Formative – Self-assessment of group members
- Summative - Teacher evaluation of written component
- Summative - Test on ethnic profiles and presentations

Resources

Print

Barer-Stein, Thelma. *You Eat What You Are: A Study of Ethnic Food Traditions*. Toronto: McClelland and Stewart Ltd., 1980.

Cookbooks as they relate to the countries chosen.

International Food Library. Rourke Publications, Inc., 1989.

Lee, Enid and C. Marshall. *Kaleidoscope of Health: A Training Manual for Race and Ethnocultural Equity in the Ontario Health Care System*. Don Mills, Ontario: Ontario Hospital Association, 1994.

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

Internet

<http://www.eatethnic.com>

Video

Multicultural Food: More Than a Meal. Classroom Video, 1998.

Appendices

Appendix 5-6A - Celebration of Food Diversity

Appendix 5-6B - Peer/Self-Assessment

Accommodations

- Students may make ethnic foods or have them made for them by a family member.
- Educational assistant and peer tutors may be useful in the classroom.
- Video or audio equipment may be used when presenting.
- Students may work in groups of three or four instead of pairs.

Appendix 5-6A: Celebration of Food Diversity

Presentation Date: _____ Length: 10 - 15 Minutes

Part A: Presentation

1. Have an effective introduction for the selected culture, such as:
 - a) tell a story;
 - b) teach language;
 - c) play music.
2. Prepare or present one food for a potluck lunch.
3. Carry out an activity (video, word search, trivia questions) that gives overall information pertaining to the culture.
4. Bring in any items to show the class.

Part B: Written Component

(must be handed in on presentation day)

1. Title page
2. Map of the culture of origin
3. Description of:
 - a) foods and characteristic flavours of the country;
 - b) meal patterns;
 - c) food customs and traditions;
 - d) use of food in celebration in religious practices;
 - e) impact on Canadian culture.
4. Recipes of the foods sampled in class
5. Pictures of the country
6. Reference list (minimum of three from a variety of sources)

Works Cited for a Book:

E.g., Brown, Dale. The Cooking of Scandinavia. New York: Time-Life Books, 1987.

Author's name (surname first). Title of Book (underlined). Place of Publication: Publishing Company, Date of Publication.

List in alphabetical order by the author's surname or the main first word of the title of the book if no author exists.

Appendix 5-6B: Peer/Self-Assessment

How prepared was your group for your presentation?			
1 Slightly Prepared	2 Moderately Prepared	3 Adequately Prepared	4 Very Prepared
Justify your answer:			

Group Members	How much did I/they help with written section	How much did I/they help with presentation	Effort put forth
	1 2 3 4	1 2 3 4	1 2 3 4
	Comment:		
	1 2 3 4	1 2 3 4	1 2 3 4
	Comment:		
	1 2 3 4	1 2 3 4	1 2 3 4
	Comment:		
	Rating: 1 = hardly at all 2 = little bit 3 = required amount 4 = exceed the amount		

Appendix B: Teaching/Learning Strategies Glossary

Activity/Learning Centre	assigned spaces in the classroom where learning activities/materials are provided which promote choice, thought, exploration, and interaction leading towards specific expectations
Attribute Web	graphic representation of connections between characteristics or attributes (e.g., weight control program)
Stress Reliever	brief physical activity designed to relieve stress
Brainstorm	group generation of initial ideas expressed without criticism or analysis
Class Discussion	students actively participate in taking turns while discussing current issues
Concept Map	2-dimensional graphic representation of a concept elaborated by students' ideas relating to the concept
Co-operative Learning Processes	structured small group learning through interdependence towards a common learning expectation
Food Preparation Lab	students apply food safety, preparation, and planning skills
Independent Study	a variety of self-selected areas of study that each learner pursues in a personalized manner
Inquiry	gather knowledge on a particular topic
Inquiry Process	students answer questions individually and/or in groups
Jig Saw	specialized group learning followed by home group sharing
Journal Writing	the practice of expressing ideas, experiences, questions, reflections, personal understanding, or new learning in written form on a regular basis
Lecture	oral presentation of information
Organizers	a matrix chart used to make connections between concepts
Report/Presentation	oral and/or written presentation of researched topic to an individual or group
Research	model of investigation
Sequence Chart	chronological set of acts involved in a process
Venn Diagram	consists of two or three overlapping circles to visualize similarities/differences
Web	graphic representation of connections between key words or main concepts

Appendix C: Social Science Research

General Topic

-

Ask a **Question** or
State a **Problem**

-

Identify 3-4 **Factors** which may
influence the issue

-

Locate Information
for each factor

-

State **Specific Topic**
(e.g., thesis, hypothesis)

-

Organize Information
according to the factors
to be examined

-

Determine **Form**
for presenting research
(e.g., written paper, video)

-

Put it all together!
Include:
introduction
method
information acquired
Add:
interpretation
conclusion
Share with others.