Food for Healthy Living 10

Guide

NOVA SCOTIA
NOUVELLE-ÉCOSSE

2019

Website References

Website references contained within this document are provided solely as a convenience and do not constitute an endorsement by the Department of Education of the content, policies, or products of the referenced website. The department does not control the referenced websites and subsequent links, and is not responsible for the accuracy, legality, or content of those websites. Referenced website content may change without notice.

Regional Education Centres and educators are required under the Department's Public School Programs Network Access and Use Policy to preview and evaluate sites before recommending them for student use. If an outdated or inappropriate site is found, please report it to <curriculum@novascotia.ca>.

Food for Healthy Living 10

© Crown copyright, Province of Nova Scotia, 2019, 2019
Prepared by the Department of Education and Early Childhood Development

This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

The contents of this publication may be reproduced in part provided the intended use is for non-commercial purposes and full acknowledgment is given to the Nova Scotia Department of Education.

Family Studies: Grade 10 Course Options

Family Studies at the grade 10 level offers 5 five half-credit course options. Most schools select two half-credits (each with its own course code) and offer as a full-credit choice to their students.
• Food for Healthy Living 10
• Food Preparation/Service 10
• Food Technology 10
• International Foods 10
• Textile Production 10

Food Technology 10, Food Preparation and Service 10, and Textile Production 10 are eligible half credits for the technology graduation requirement.

Note: Unit Outcome 1 and its associated specific curriculum outcomes are the same for all of the grade 10 foods-related curriculum. The focus on safe food handling procedures must be addressed in all courses that involve food preparation. Approximate time allocations for each unit are recommendations designed to assist with the development of a scope and sequence reflective of the two half courses being delivered.

Food for Healthy Living 10

Unit Outcomes

Students will be expected to
1. demonstrate knowledge of safe food preparation techniques and production
2. determine the environmental, cultural, and economic factors that influence consumer food decisions and wellness
3. identify the nutritional benefits of food as they apply to food choices
4. apply nutritional principles to planning and preparing healthy meals for self and family
5. identify and discuss trends and issues as related to foods and well-being
6. identify career and employment opportunities and related skills associated with food choices and well being

Specific Curriculum Outcomes

Students will be expected to

Unit 1: Safe Food Preparation Techniques and Production (approximately 5-10 hours)
1.1 identify causes, symptoms, and prevention of food-borne illness
1.2 identify kitchen procedures reflective of maintaining a safe workplace
1.3 demonstrate safe food handling in the selection, storage, preparation, and serving of foods

Unit 2: The Food Consumer (approximately 8 hours)
2.1 determine what is meant by "being healthy" or "wellness"
2.2 determine why people select and eat the foods they do

Unit 3: Nutrition (approximately 15 - 20 hours)
3.1 define nutrition terminology and explain how the six main nutrients play a major role in health and well-being
3.2 identify proteins (complete and incomplete), their functions and food sources, and apply appropriate food preparation techniques
3.3 identify carbohydrates (simple and complex) and dietary fibre, their functions and food sources and apply appropriate food preparation techniques
3.4 identify the types of fats, their functions, food sources, related health concerns, and apply

appropriate food preparation techniques
3.5 identify vitamins (water soluble and fat soluble), their functions and food sources, and apply appropriate food preparation techniques
3.6 identify minerals (macro minerals and trace minerals), their functions and food sources, and apply appropriate food preparation techniques
3.7 explore the importance of water as a nutrient; its functions and food sources

Unit 4: Meal Planning and Preparation (approximately 15 - 20 hours)
4.1 define meal management and identify factors involved in planning meals
4.2 understand and analyze Canada's Food Guide and what is meant by healthy eating
4.3 be able to practice general food shopping guidelines that are efficient and economical
4.4 develop awareness of food additives to become a knowledgeable and critical consumer
4.5 examine and practise the steps involved in healthy and nutritious food preparation
4.6 establish guidelines for working together in class

Unit 5: Food Trends and Issues (approximately 5 hours)
5.1 explore, locally and globally, trends and issues related to food and well-being

Unit 6: Career Pathways in the Food Industry (approximately 2 hours)
6.1 be aware of career and employment opportunities related to food industry, food preparation, and nutrition
6.2 identify and evaluate personal qualities, skills, abilities, and interests related to career choices in food industry, food preparation, and nutrition

Unit Outcome 1: Safe Food Preparation Techniques and Production (approximately 5-10 hours)
Students will be expected to demonstrate knowledge of safe food preparation techniques and production.

Note: Course Curriculum Outcome 1 and its associated Specific Curriculum Outcomes are the same for all the Grade 10 foods related curriculum. The focus on safe food handling procedures must be addressed in all courses that involve food preparation.

Specific Curriculum Outcome 1.1
Students will be expected to identify causes / symptoms and prevention of food borne illness.

Suggestions for Assessment
Teachers can:
• observe students to determine if students are practicing safe food handling procedures when preparing food.
• use a rubric to assess student products (pamphlets, power points) for understanding of concepts related to safe food handling practices and food borne illness.
Students can:
• demonstrate safe food handling procedures when preparing food
• share their understanding of food borne illness with their peers

Suggestions for Learning and Teaching
Teachers can:
Provide students with a variety of opportunities to explore food safety issues: the causes of food borne illnesses, prevention practices and impact of food safety on society.

Students can:
• review food safety case studies (video or written) to examine/discuss the causes of food borne illness.
• create a pamphlet promoting safe food handling using information gained from case study class discussion
• explore industrial sanitation and storage practices including safe food practices used in a school cafeteria, hospital or local business which uses walk in freezer/refrigerator and industrial dishwashers. If a tour is not

possible listen to a guest speaker (health inspector, cafeteria manager, restaurant operator) on the topic of hygiene practices in mass food production.
• interview a chef about safe food storage and handling in the commercial setting.
• learn about proper knife use and care. Students practice knife use by cutting up vegetables for freezing.
• use video on food safety to examine safe food handling practices. Students can illustrate safe practices in their choice of media to post in the foods lab.
• conduct research on types of food borne illness to be shared with other class members. Each student may become the 'resident expert' on one type of food poisoning.
• write a (fictitious) news report on a case of food poisoning. Use the 5W(who, what, when, where and why) approach to your writing.
• make a power point or a video on a type of food poisoning showing the symptoms, common foods affected, how to avoid contamination, when effects would start. These are shared with the class.
• research commercial methods of preventing food borne illness: dehydrating foods, irradiated foods, pasteurization, vacuum packs
• write a rap/lyrics to a popular song using information relating to food safety and handling. These can be typed and mounted for a display in the classroom.
• conduct research to investigate the impact of food poisoning (economic /other) on the individual and society.
• prepare power point presentation of food safety / safe food handling techniques for a community group.

Resources
FoodSafe Level I 4th Edition, Instructor Kit (2000744)
FoodSafe Level I, 4th Edition, Student Workbook (2000743)
*Food for Today, First Canadian Edition, Student Resource (*24117), *Teacher Resource (* 2411*8)*
Chapter 6: Kitchen Know How
*Food for Life, 2nd Edition, Teacher (*22180*) and Student* (21855*) Resource*
Chapter 9: Food Safety
Professional Cooking for Canadian Chefs, 7th edition (25588)
Chapter 2: Sanitation and Safety
Nutrition Concepts and Controversies, 12th Edition (25585)
Chapter 12-:Food Safety and Food Technology

Web Links
Using search engine try key search words such as:
Nova Scotia Department of Agriculture
Nova Scotia Department of Health Brochures
Canadian Partnership for Consumer and Food Safety Education
Canadian Food Inspection Agency
Partnership for Food Safety Education

Audiovisual:
Video- *The Great Food Fight* (13 min)
(Institute of Food Technologists- contact 1-800-366-3438)

Publications:
Current newspaper/magazine articles on food safety
Nova Scotia Department of Health Brochures
Nova Scotia Department of Agriculture

Visuals:
Canadian Posters of Food Safety / Hygiene
Poster of the temperature "Danger Zone" for food safety/ bacteria growth

Specific Curriculum Outcome 1.2
Students will be expected to identify kitchen procedures reflective of maintaining a safe workplace.

Suggestions for Assessment
Teachers can:
• use a rubric to assess mini posters.
• assess safety procedures demonstrated by students while preparing foods in Foods Lab. Lab evaluations should be conducted as both self and teacher assessments.
• use rubrics and observation checklists to assess student presentations and products

Students can:
• practice safety procedures in the foods lab
• complete Foods Lab self evaluations that include safety outcomes.
• reflect on presentations by employers both in school and in the workplace if possible.
• share projects and checklists with the class

Suggestions for Learning and Teaching
Teachers can:
• demonstrate safe knife use and care.
• introduce each lab experience with safety reminders relevant to the preparation methods being used

Students can:
• brainstorm safety practices to be used when working in a kitchen/lab. Include equipment use & care. Make a poster or power point presentation identifying safe practices in the kitchen /lab.
• analyze kitchen plans for safety.
• create mini posters for lab reminding their peers of safe practices: wiping up spills, washing knives, preventing burns.
• take a basic First Aid course. Certificates should be included in their Life Work Portfolio.
• interview an employer about how they encourage safe workplaces.
• create a safety checklist for an accident free kitchen. This could be used for each foods lab as a self assessment tool. Topics to include are preventing cuts, falls, burns, fires and poisoning, and using electricity wisely.
• write a one minute TV commercial to promote safety. The commercial should feature one aspect of kitchen safety in the commercial. Students should suggest what visuals should be shown on camera and create a brief script. If a video camera is available, tape and broadcast the commercial.
• research some basic first-aid principles including how to deal with burns and scalds, bleeding, poisoning, eye injuries, and choking. Students will role play what to do for cuts, burns, choking, falls, etc. that may occur in the kitchen.

Resources
*FoodSafe Level I 4th Edition, Instructor Kit (*2000744*)*
FoodSafe Level I, 4th Edition, Student Workbook (2000743)
Food for Today, First Canadian Edition, Student Resource (24117), *Teacher Resource* (24118)
Chapter 6: Kitchen Know How
Chapter 7: At Home in the Kitchen
*Food for Life, 2nd Edition Teacher (*22180*) and Student Resource* (21855)
Chapter 9 : Food Safety
Chapter 10: Kitchen Safety
Chapter 11: Kitchen Appliances, Equipment and Tools
Professional Cooking for Canadian Chefs, 7th edition (25588)
Chapter 2: Sanitation and Safety

Chapter 7: Mise En Place
Nutrition Concepts and Controversies, 12th Edition (25585)
Chapter 12: Food Safety and Food Technology

Web Links
Using search engine try key search words such as:
Kitchen Safety
First Aid in the Kitchen
Canadian Partnership for Consumer and Food Safety Education
Partnership for Food Safety Education
Websites/posters/brochures on safe workplaces – Workers Compensation Board
Kraft Foods (Knife demo video)
Canadian Living : Food Safety
Reluctant Gourmet

Audiovisual:
Video- *The Great Food Fight* (13 min)
(Institute of Food Technologists- contact 1-800-366-3438)

Publications:
Current newspaper/magazine articles on food safety
Nova Scotia Department of Health Brochures
Nova Scotia Department of Agriculture Fact Sheets

Visuals:
Canadian Posters of Food Safety / Hygiene
Poster of the temperature "Danger Zone" for food safety/ bacteria growth

Specific Curriculum Outcome 1.3
Students will be expected to demonstrate safe food handling in the selection, storage, preparation and serving of foods.

Suggestions for Assessment
Teachers can:
• use observation charts for assessing lab practices.
• observe student participation in guest speaker presentations.
• observe, review and report on student's progress at meeting their personal food handling goals.
• include assessment of safe food handling procedures in each lab throughout the term. Lab evaluations should completed by both teachers and students.
• use rubrics and observation checklists to assess student presentations and products
Students can:
• create a contract to improve/ maintain safe food handing practices
• demonstrate safe food handling in all food preparation activities in the lab
• reflect n their safe food handling skills after each lab

Suggestions for Learning & Teaching
Teacher can:
• demonstrate effective hand washing.
• organize Food Handlers Training for their students either at the volunteer or certification levels.
• review what is known as the Danger Zone. School lunches are often left in the danger zone for hours.
• explain the importance of proper food storage to prevent food poisoning. Outline food storage principles and the different ways that food can be stored (e.g., dried, frozen, refrigerated, closed containers, etc.).

Students can:
• conduct experiments to observe the reactions/ results of various food storage techniques. Students create a chart to record their observations.
• reflect and analyze their hygiene habits as they prepare food at home and in the food laboratory. Students are to identify practices that they plan to implement while working in the kitchen. He/she may actually prepare a contract or set a food handling practices goal . Students will reflect on their progress at meeting their goal throughout the term.
• promote public safety by creating public service announcements that could be broadcast on the radio. Safety recommendations could be for people planning summer picnics, packing a school lunch, special family meals , community suppers.
• write a response to the following case study: Jeremy was babysitting for his neighbors. As he began preparing lunch for the children he noticed that the refrigerator had stopped working. It had been working when he arrived at the house an hour earlier. What should Jeremy do?
• make a list of ways to store foods properly to ensure the foods do not lose quality, nutrients or become unsafe to eat.
• discuss the importance of the following factors in any food preparation area: sanitation, storage, proper cooking, thawing foods, contamination (spreading germs and cross-contamination), and personal hygiene. Students will complete a research project on one aspect of food sanitation and safety.
• create a brochure for consumers identifying how to properly store foods in the home. The brochure should be titled: "When in doubt, throw it out!"
• research the role of health inspectors. Students will make a list of items to look for if they were a local health inspector. Invite a local food inspector in to discuss his job and responsibilities.
• make a poster on "Prevention of Food Poisoning" showing some of the ways to promote sanitation in the kitchen. Make a fridge poster for food safety.

Lab Activities:
Students will preserve foods using various types of technology.
Examples-pickles, jam/jelly, blanching and freezing, dehydrating- spices, fruit and fruit leathers, trail mix, salsa.

Resources
FoodSafe Level I 4th Edition, Instructor Kit (2000744)
FoodSafe Level I, 4th Edition, Student Workbook (2000743)
Food for Today, First Canadian Edition, Student Resource (24117), *Teacher Resource* (24118)
Chapter 6: Kitchen Know How
Chapter 7: At Home in the Kitchen
*Food for Life, 2nd Edition Teacher (*22180) *and Student Resource* (21855)
Chapter 9 : Food Safety
Professional Cooking for Canadian Chefs, 7th edition (25588)
Chapter 2: Sanitation and Safety
Chapter 7: Mise En Place
Nutrition Concepts and Controversies, 12th Edition (25585)
Chapter 12: Food Safety and Food Technology

Unit Outcome 2: The Food Consumer (approximately 8 hours)
Students will be expected to determine the environmental, cultural, economic factors that influence consumer food decisions and wellness.

Specific Curriculum Outcome 2.1:
Students will be expected to determine what is meant by "being healthy" or "wellness".

Suggestions for Assessment
Teachers can :
• assess student products using a rubric

Students can:
• use the wellness checklist, create a goal or goals for themselves that will improve their health/ wellness and will create a timeline/ strategies for meeting their wellness goals.
• create illustrate the role food plays in satisfying
- physical needs
- psychological needs
- social needs

Suggestions for Learning and Teaching
Teachers can:
• introduce the terms physical needs and psychological needs by placing them on board. Students will brainstorm and discuss the meaning of the terms.
Students can:
• research what is meant by "wellness"
• complete a wellness assessment checklist (sample found in text Ch1 Food for Today, "All's Well that Starts Well").
• make a list of situations that cause you to turn to comfort foods. Identify your favorite comfort foods and compare your list with your classmates.
• in groups, make a list of foods and beverages that might be served at one of the following situations: a special dinner for your family, an after school snack for your friends, a birthday party, a cultural celebration. For each one make a list of the physical and psychological needs met by your selection.
• participate in a **"**Think, pair, share" activity. Individually, students will create a list of factors that they think contribute to good health or wellness. They will then be matched with a partner and will share their list and will attempt to reach a consensus on what should be on the list. Compare their list with Appendix 1- Health Canada's Determinants of Health. Discuss as a class commonalities and differences.
• discuss in small groups the following scenario: Imagine that there is a flavorless pill that could meet all of your physical needs without causing anyone danger. Each group will discuss and report back to the class- Would this be a good or bad thing and why? What foods would you miss?
• create a collage categorizing pictures (collected from magazines) according to either meeting physical needs or psychological needs. Some pictures may be categorized as both.
• use technology to illustrate their understanding of wellness ex :comic strip
• conduct survey on reasons for eating
Lab Activity
Each lab group could prepare a comfort food to share with another person not in their class.

Resources
Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)
Chapter 1: Our Food Needs- Food and Health
Capter 21 Strategies for Achieving Well-being
*Food for Life, 2nd Edition Teacher (*22180) *and Student Resource* (21855)
Chapter 1: Understanding Personal Food Choices
Simply Great Food (25589) Recommendations for healthy choices accompany each recipe.
Let's Eat!
Easy Food Solutions

Web Links
Using search engine try key search words such as:
Health Canada's Key Determinants of Heath and Community Indicators

Specific Curriculum Outcome 2.2:
Students will be expected to determine why people select and eat the foods they do

Suggestions for Assessment
Students can:
• complete a written response reflecting on the question: Do you think it is important for members of a particular culture to retain some distinct food customs? Why or why not?
• identify methods and strategy (strategies) used to sell food.
• submit their answers from the question posed on *Weight of the World*
• write a reflection on the influences they experience on their food choices

Suggestions for Learning and Teaching
Teachers can:
• help students identify and describe how social influences, personal influences, cultural influences, and food availability affect or food choices

Students can:
• identify the social influences on eating (regional traditions, cultural and ethnic background, religious customs, family, friends, media) and have students rank the influences in order of what is most important to them. Do an value voting activity with the class to compare their rankings. Value voting- students physically identify their choices by standing next to a sign identifying what influences them the most/ least.
• define the term culture. Make a list of the cultural backgrounds of the students in your class and for each one list a food that is eaten as part of that culture. Discuss how religion might also affect food choices.
• reflect on their family food traditions, and create a new tradition that they would like to introduce to their own or future family.
• identify the different methods (direct mail, newspapers, television, internet, outdoor ads, yellow pages, radio, magazines)and strategies that media uses to sell food products. In small groups, students will create a food advertisement using one of the identified methods and strategies to share with the class.
Students will be asked to analyze the strengths and weakness of each ad in influencing food choices
• watch *Weight of the World* (video or DVD, view time 51 minutes). Have students complete the following discussion question:
The *Weight of the World* presents obesity as a problem resulting from changes in society. Do you agree with this perspective? Why or why not?

i. If so, what changes, in your opinion, have had the most negative impact?
ii. If not, what factors do you believe are responsible for the obesity crisis?

• discuss what changes are happening in the food market place e.g. food advertising, marketing, fast foods, number and types of food products available (refer to website: fast food facts).

a. How have these changes impacted negatively on food choices? What can be done to buffer these changes?
b. Have students identify their favorite television food commercial. Discuss whether the ads they see on television cause them to influence their parents to buy certain food products or eat at certain restaurants.

• think about ways that their family has influenced their personal food choices. Describe three family food traditions that they value. Does their extended family have any similar traditions?
• discuss mealtime patterns in the home- meals eaten at home versus eating out; eating as a single activity versus eating while watching television. Have students collect menus from various restaurants and discuss ways to make healthy choices.

Resources
Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)
Chapter 2: Why People Eat the Foods They Do- Influences on Food Choices/ Food and Culture
Chapter 4: Food Marketing- Media Influence
Chapter 21: Strategies for Achieving Well-being
*Food for Life, 2nd Edition, Teacher (*22180*) and Student* (21855*) Resource*

Unit 1: Influences on Food Choices and Food Patterns
Chapter 13: Becoming a Wise Consumer
Simply Great Food (25589) Recommendations for healthy choices accompany each recipe.
Let's Eat!
Easy Food Solutions

Web Links
Using search engine try key search words such as:
Fast Food Facts:
Media Awareness Network
Video/ DVD: *Weight* of the World (23810)

Unit Outcome 3: Nutrition (approximately 15 - 20 hours)
Students will be expected to analyze food choices and their relationship to the nutritional benefits.

Specific Curriculum Outcome 3.1:
Students will define nutrition terminology and explain how the six main nutrients play a major role in health and well-being.

Suggestions for Assessment
Students can:
• create a game/activity demonstrating their understanding of nutrients, functions, sources, deficiencies
Teachers can:

Suggestions for Learning and Teaching
Students can:
• conduct a web search for the following nutrition terminology and share their findings with the class: nutrients, nutrition, malnutrition, poor nutrition, nutrient deficiency, Recommended Nutrient Intakes (RNI), Dietary Reference Intakes (DRI), nutrient-dense food, empty calorie food, macronutrients, micro-nutrients, calories.
• create a chart that identifies the six main nutrient types, their functions, and food sources for each. (appendix 2)
• use Canada's Food Guide to Healthy Eating to identify what nutrients are found in each of the four food groups using their nutrient chart
• work in small groups to prepare a script for a radio or television commercial convincing people of the importance of nutritious food or a particular nutrient. Present your commercial to the class using music or other media to make your point.
• do a nutritional analysis of various diets, personal or predetermined, using computer software.
• research common deficiency diseases and the nutrient involved.
• create a Comic Super Hero for a nutrient which they share with the class. Students may use technology, class presentations.
• analyze sugar, salt and fat content of foods and demonstrate through visual models in the lab.

Resources
Food for Today, First Canadian Edition, Student Resource (24117*), Teacher Resource* (24118)
Chapter 11: Nutrient Wise
*Food for Life, 2nd Edition, Teacher (*22180*) and Student* (21855*) Resource*
Unit 2: Making Healthy Food Choices
Healthy Eating for Preteens and Teens (25584)
Part I: Nutrition Basics

Simply Great Food (25589) Recommendations for healthy choices accompany each recipe.
Let's Eat!
Food and Nutrition Sciences Lab Manual (24115) and *Answer Key* (24116)
Unit 1: Nutrition and Well-Being
Nutrition: Science and Applications, Canadian edition
Chapter 1: Food for Health

Web Links
Using search engine try key search words such as:
Food and Nutrition- Health Canada-
Nutrient Values of Common Foods- Health Canada-
Appendix 2:
Basic Nutrients Worksheet & Answer Key

Specific Curriculum Outcome 3.2:
Students will be expected to identify proteins (complete and incomplete), their functions and food sources and apply appropriate food preparation techniques.

Suggestions for Assessment
Teachers can:
• observe student techniques for preparing protein foods
• assess students' knowledge of protein demonstrated in a variety of activities

Suggestions for Learning and Teaching
Teachers can:
• explain the difference between an incomplete and complete protein.

Students can:
• complete a chart by listing as many foods containing protein as they can. On the chart students can identify the source of the food, such as animal or plant (beef, pork, poultry, eggs, beans, nuts, etc.) and if the protein is complete or incomplete.
• debate the issues related to following a vegetarian diet
• participate in a taste test of simulated protein products
• research the answers to the following questions:
1. Which food is one of the best sources of high-quality protein?
2. Which food has the least amount of protein?
3. Name a food other than meat that is high in protein.
4. Without enough complete protein in the diet, the body cannot …….

• use nutritional value charts to research the grams of protein per serving of each of the foods identified in the protein chart

Lab Activity
Students can:
• prepare a variety of snacks using recipes high in protein.
• plan and prepare a variety of plant protein foods.

Resources
Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)
Chapter 11: Nutrient Wise
*Food for Life, 2nd Edition, Teacher (*22180*) and Student* (21855*) Resource*
Unit 2: Making Healthy Food Choices
Healthy Eating for Preteens and Teens (25584)

Part I: Nutrition Basics- A Primer on Protein
Nutrition: Science and Applications, Canadian edition
Chapter 6: Proteins and Amino Acids
Simply Great Food (25589) Recommendations for healthy choices accompany each recipe.
Let's Eat!

Web Links
Using search engine try key search words such as:
Nutrient Values of Common Foods- Health Canada-
Canadian Egg Marketing Agency
Poultry Canada
Nova Scotia Department of Fisheries and Aquaculture
Nova Scotia Department of Agriculture

Specific Curriculum Outcome 3.3
Students will be expected to identify carbohydrates (simple and complex) and dietary fibre, their functions and food sources and apply appropriate food preparation techniques.

Suggestions for Assessment
Teachers will use checklists, rubrics to assess understanding

Students can:
• compare & contrast high fibre foods for taste appeal
• reflect on the information presented by the dietician
• create an ad promoting the role of carbohydrates in a healthy diet

Suggestions for Learning and Teaching
Teachers can:
• Explain the differences between:
- simple carbohydrates, complex carbohydrates
- monosaccharide, disaccharides, polysaccharides
- sugars (sucrose, fructose, dextrose, glucose, lactose, and maltose), starches, processed carbohydrates

• invite a dietician to lead a discussion about misinformation related to carbohydrates:
- high carbohydrate diets
- eliminating or reducing carbohydrates in the diet
- the use of sport drinks

Students can:
• Check the labels of processed foods to identify the types of carbohydrates that they contain. Discuss why many packaged foods are calorie-rich and nutrient-poor.
• list their 10 favorite carbohydrate foods and indicate whether they are simple, complex, or processed.
• list what they ate yesterday. Determine what percentage of the students' daily caloric intake is supplied by carbohydrates (the requirement is at least 50%). Note that each gram of carbohydrates gives the body 4 calories. Determine the number of calories from the grams of carbohydrates consumed.
• discuss the importance of fibre in a diet for good health. Identify various sources and types (soluble and non-soluble) of fibre as well as information and claims surrounding fiber in the diet.
• debate use of sports drinks, energy drinks
• create a crossword puzzle or quiz show game using 15 terms they have learned in this unit. Include answers to the activity on a separate piece of paper. Students will swap their activity with another student to complete. Students will then correct their responses using the answer key provided.
• evaluate various muffin recipes to identify which recipes are high and which are low in fibre. Students will suggest ways to increase the fiber content of those recipes viewed as low fibre.

Lab Activity: Students can prepare various muffin recipes with adaptations to increase fibre content. Students may "vote" for their favourite recipe adaptation based on flavour, appeal, texture

Resources

Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)
Chapter 11: Nutrient Wise
*Food for Life, 2nd Edition, Teacher (*22180*) and Student* (21855*) Resource*
Unit 2: Making Healthy Food Choices
Healthy Eating for Preteens and Teens (25584)
Part I: Nutrition Basics- All About Carbohydrates
Nutrition: Science and Applications, Canadian edition
Chapter 4 Carbohydrates, Sugars, Starches and Fibre
Simply Great Food (25589) Recommendations for healthy choices accompany each recipe.
Let's Eat!

Web Links

Using search engine try key search words such as:
Nutrient Values of Common Foods- Health Canada-

Specific Curriculum Outcome 3.4:

Students will be expected to identify the types of fats, their functions, food sources, related health concerns and apply appropriate food preparation techniques.

Suggestions for Assessment

Students can:
• create an infomercial on dietary fats
• create a marking rubric with the teacher for the assessment of the information shared in the infomercial

Suggestions for Learning and Teaching

Teachers can:
• define fat terminology: fatty acids, saturated, monounsaturated, polyunsaturated, cholesterol, hydrogenation and trans fat. Give characteristics and food sources for each.
• explain the term cholesterol and explore its role in the body's health. List sources.
• distinguish between and explain the terms LDL and HDL and discuss their roles in the risk of heart disease. (LDL is low-density lipoproteins and is often referred to as "bad cholesterol." HDL is high-density lipoproteins and is known as "good cholesterol.")
• define and give examples of tropical fats (palm and coconut oils) and explain their relationship to cholesterol. These plant sources are high in cholesterol and are used in many prepared foods.

Students can:
• examine the current trend for low fat foods. Distinguish between low fat, lite, light, and no fat foods and evaluate advertising claims for each. A "light" product must provide a calorie reduction of 25%. "Lite" may refer to a reduction in calories as in "light", or to that product's colour, taste, texture, fat content, or just about anything.
• discuss the health risks of too much fat in the diet noting gender differences in the storage of body fat. Students will research how many grams of fat are recommended daily for males and females in the Canadian diet.
• use tables of nutrient food values to explore the saturated and unsaturated fat content of selected foods.
• keep a food diary for one day recording foods eaten and volume. Students then identify and record the fats consumed. Create a chart using the headings saturated or unsaturated. Include the approximate measure and the calories (and/or kilojoules) for each. Note that each gram of fat gives the body 9 calories.
• evaluate recent information, if available, on fat substitutes and their hazards to health.

• research and report on articles about cholesterol and health. Consider the health risks of too much cholesterol. Discuss factors other than diet that affect cholesterol levels.
• brainstorm a list of tips for lowering fat intake. Using these tips, students will create an information brochure for consumers.
• create a display of fat jars that illustrate the grams of fat in common fast foods and processed foods.
• identify sources of visible and invisible or hidden fats in our foods by completing the following experiment: Rub small quantities of several foods on labeled squares of unglazed brown paper. Let dry, then hold them up to a light. Fatty foods leave an oily stain on paper. Students will complete a lab report on their findings.
• record the foods and the amount of each food that they eat in a single day. Then revise each meal and snack so the menu will be lower in fat in the future.
• in small groups, create a bulletin board of ways to reduce fat in the diet as a way of making healthier food choices. Students will present to the class
• develop a lunch menu that is low in fat for a fast food restaurant. Display the menu to share with the class. The menu should include: serving size of each food item, pictures of the food items, and nutrient facts, including total grams of fat.

Lab Activity
Students can:
• plan and prepare interesting, nutritious, low fat menus.
• reduce the fat in several high fat cookie recipes. Test revised recipes in the lab and record and evaluate results.

Resources
Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)
Chapter 11: Nutrient Wise
Chapter 20: Reducing Fat in Your Diet
*Food for Life, 2nd Edition, Teacher (*22180*) and Student* (21855*) Resource*
Unit 2: Making Healthy Food Choices
Healthy Eating for Preteens and Teens (25584)
Part I: Nutrition Basics- The Facts on Fat
Nutrition: Science and Applications, Canadian edition
Chapter 5 Lipids
Simply Great Food (25589) Recommendations for healthy choices accompany each recipe.
Let's Eat!

Web Links
Using search engine try key search words such as:
Nutrient Values of Common Foods- Health Canada-
Egg Nutrition Research-

Specific Curriculum Outcome 3.5:
Students will be expected to identify vitamins (water soluble and fat soluble), their functions and food sources and apply appropriate food preparation techniques.

Suggestions for Assessment
Students can:
• prepare visuals promoting vitamins, their functions and food sources to be posted in a community venue: hospital, day care, doctors office
• demonstrate food preparation methods recommended for vitamin retention
Teachers can:
• use a rubric to assess accuracy of visuals
• observe and report on preparation techniques used in the foods lab relevant to vitamin retention

Suggestions for Learning and Teaching

Teachers can:

• list the individual vitamins, their functions, and food sources for each.

Students can

• create a chart to compare and contrast fat-soluble and water-soluble vitamins. Headings might include: daily intake and storage in the body, techniques for handling, preparing, and cooking vitamin rich foods.

• explain the relationship between vitamin content and the colour of food. Display various foods of different colors and have students identify which vitamins they might contain.

• read labels of foods and supplements to determine what vitamins are present and in what amount.

• choose one of the following topics to research & share with the class:

- explain the relationship between Vitamin D and the sun. Note the name "sunshine vitamin." Have students identify places where inadequate sunshine might cause Vitamin D deficiencies. How can this be addressed?
- identify other health concerns related to vitamin intake (too much or too little)? Discuss concerns surrounding mega doses of vitamins through supplementation. Topics could include monetary impact, dietary effect, dependency, media awareness.
- find current information regarding antioxidants and phytochemicals and their relationship to health issues.
- review the terms enrichment and fortification. Students will then finds food products that give examples of each. Compare to RDI requirements.

Lab Activity:

Students can identify recipes that promote vitamin retention during cooking and practise preparing foods using techniques for vitamin retention.

Resources

Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)
Chapter 11: Nutrient Wise

*Food for Life, 2nd Edition, Teacher (*22180*) and Student* (21855*) Resource*
Unit 2: Making Healthy Food Choices

Nutrition: Science and Applications, Canadian edition
Chapter 8: The Water Soluble Vitamins
Chapter 9:The Fat Soluble Vitamins

Simply Great Food (25589) Recommendations for healthy choices accompany each recipe.
Let's Eat!

Web Links

Using search engine try key search words such as:
Nutrient Values of Common Foods- Health Canada-

Specific Curriculum Outcome 3.6:

Students will be expected to identify minerals (macro minerals and trace minerals), their functions and food sources and apply appropriate food preparation techniques.

Suggestions for Assessment

Students can:

• **c**reate a vitamin and mineral checklist. Armed with their checklist, students will determine which vitamin and mineral needs can be met by the foods available in their home. Students will discuss their findings with an adult in the home and report on their findings. What foods could be added to improve mineral consumption?

Or

• **c**reate a vitamin and mineral checklist. Armed with their checklist, students will determine which vitamin and mineral needs can be met by the foods available in the local grocery store or school cafeteria. Students will present their findings to the class. What foods could be added to improve mineral consumption?

Teachers can:
• assess student understanding of sources & functions of minerals by reviewing the content of the student findings.
Use a rubric to assess content of student products(charts, comic strip, menu)

Suggestions for Learning and Teaching
Teachers can:
• review the individual minerals needed by the body and their functions and food sources. Explain how minerals work in combination in the body (i.e. vitamin D, calcium and phosphorous; chlorine, potassium and sodium; iron and protein)
• define the terms major minerals, electrolytes and trace minerals. Explain the relationship between amount required and the amount stored in the body.
• discuss osteoporosis. Have a professional from the community (public health nurse, doctor, etc.) introduce bone density testing procedures.

Students can:
• create a chart (words and or pictures) identifying some of the foods they enjoy that are high in each of the minerals.
• read labels of foods and supplements to determine what minerals are present and in what amount. Compare to RDI requirements.
• with a partner research a mineral. Use a jigsaw activity to present each the minerals needed for good health.
• plan daily meals that are high in specific minerals such as calcium or iron (visit cheese or dairy sites online for recipe sources).
• create a comic strip using one of the minerals as the superhero.

Lab Activity
Students can:
• plan and prepare a meal that is mineral dense.

Resources
Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)
Chapter 11: Nutrient Wise
*Food for Life, 2nd Edition, Teacher (*22180*) and Student* (21855*) Resource*
Unit 2: Making Healthy Food Choices
Nutrition: Science and Applications, Canadian edition
Chpater 11: Major Minerals and Bone Health
Simply Great Food (25589) Recommendations for healthy choices accompany each recipe.
Let's Eat!

Web Links
Using search engine try key search words such as:
Nutrient Values of Common Foods- Health Canada-
Dairy Goodness (Canada)
Agriculture Canada- Cheese
Beef Information Center
Canadian Egg Marketing Agency

Specific Curriculum Outcome 3.7:
Students will be expected to explore the importance of water as a nutrient; its functions and food sources.

Suggestions for Assessment
Students can:

• record the average amount of water they drink daily and compare their results with the suggested daily requirement. In a written report, have students evaluate their water intake including water in food eaten and suggest ways to improve daily intake of water in their diets.

Suggestions for Learning and Teaching
Students can:
• discuss the importance of adequate amounts of water. Students will brainstorm health problems that may occur if there is insufficient water in the diet. Students will then try to drink the required 6-8 glasses of plain water for several days. Class will discuss the results, challenges.
• investigate the importance of hydration in athletics. Students will report to the class their findings explaining the need difference of fluid replacement during strenuous activity and average daily needs?
• complete a research project on the issue of water quality and safety across Canada and in different parts of the world.
• explore consumer concerns related to water supply (cost, environment, containers, additives).

Lab Activity
Students can:
• conduct a lab experiment to determine which foods have the most water. Students will weigh and record the weight of a variety of foods (raw potato, apple, carrot, etc.). Foods will then be placed in a food processor until a liquidly mash consistency. Food will then be put into a strainer or cheesecloth, forcing out as much liquid as possible. The liquid will be weighed and measured and water percentage calculated.

Resources
Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)
Chapter 11: Nutrient Wise
*Food for Life, 2nd Edition, Teacher (*22180*) and Student* (21855*) Resource*
Unit 2: Making Healthy Food Choices
Healthy Eating for Preteens and Teens (25584)
Part I: Nutrition Basics- Water and Other Fluids
Food and Nutrition Policy for Nova Scotia Public Schools: Strive for Five at School
Nutrition: Science and Applications, Canadian edition
Chapter 10: Water and the Electrolytes

Web Links
Using search engine try key search words such as:
Nutrient Values of Common Foods- Health Canada-
Canadian Water Quality Guidelines-

Unit Outcome 4: Meal Planning and Preparation (approximately 15 - 20 hours)
Students will be expected to apply nutritional principles to planning and preparing healthy meals for self and family

Specific Curriculum Outcome 4.1:
Students will be expected to define meal management and identify factors involved in planning meals.

Suggestions for Assessment
Students can:

Teachers can:

- Using the factors involved in meal planning have the students complete the following case study:
  A friend of yours who lives alone has developed poor eating habits such as buying food from vending machines and skipping meals. Give your friend meal planning suggestions that will help him/her improve their eating habits.

Suggestions for Learning and Teaching

- Define the term "meal management." List and discuss factors involved in planning meals:

  - Canada's Food Guide and nutrition
  - variety in the menu
  - variety in colour, flavor, texture, shape, and size
  - resources- time, food availability, etc
  - customs and traditions
  - diet and health needs (such as food allergies, low fat diets or vegetarian diets)
  - budget
  - number of people being served
  - Basal metabolic rate: body build, activity level, age, gender

- Students will develop a list of suggestions for reducing food spending through wise meal planning.
- In small groups, students will identify examples of ways to work efficiently in the kitchen at home or in the foods lab.
- Using pictures from magazines/ internet or written menu plans, students will evaluate each meal for variety in colour, flavor, texture, shape, and size.

Resources

Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)
Chapter 9: Meal Planning and Management
*Food for Life, 2nd Edition, Teacher (*22180*) and Student* (21855*) Resource*
Unit 4: Providing Healthy Food
Simply Great Food (25589) Recommendations for healthy choices accompany each recipe.
Let's Eat!
Easy Food Solutions

Web Links

Using search engine try key search words such as:
Street Cents- Teen Dream Diet
Dietitians of Canada Tools

Specific Curriculum Outcome 4.2:

Students will be expected to understand and analyze *Canada's Food Guide for Healthy Eating* and what is meant by healthy eating.

Suggestions for Assessment:

Students can :
• keep a personal food diary for one week. Using Canada's Food Guide, they will analyze and report on their personal eating habits. Reports should include the number of servings eaten daily from each food group. A self-reflection on their week's eating indicating if there is evidence of variety in their food selections, evidence of moderation in their food selections, their positive eating patterns and possible areas for improvement should be included in the report.

Suggestions for Learning and Teaching
Teachers can:

• iscuss the purpose of Canada's Food Guide. Identify the four food groups, the number of servings required daily, what constitutes a serving, age specification for milk, and the "extra" category. Explain why there is a range of servings for the food groups.
• Explore guidelines for evaluating nutritional information and list sources of reliable information. Using the guidelines developed, have student evaluate various sources of nutritional information.

Students can:
• discuss why variety and moderation is important in food selection and explain how food customs can fit into the four food groups.
• discuss at why the food guide is designed in a rainbow and why whole grain cereals, lower fat choices, and dark colored foods are recommended.
• work in a small group to make a poster or bulletin board promoting Canada's Food Guide, nutritious food choices, or healthy lifestyles.
• look at each food group and will identify the nutrients that are prominent in each. Review their selections, as a class, for accuracy.
• analyze and evaluate some of the foods available in the school cafeteria, school lunches, fast food outlets, etc. Evaluate the amount of fat, sugar and salt in each. Suggest some alternative nutritional foods that could be offered that would be acceptable. Report suggestions to the class.
• give students a copy of a Fictional Food Diary: Categorize the foods into Canada's Food Guide groups. Evaluate the diets and list ways the diet may be improved.
• work in pairs to plan a day's meals for a teenager considering their lifestyle needs. Meal plans should incorporate factors involved in planning meals and Canada's Food Guide.
• plan nutritious bag lunches for a younger brother or sister for three days. For example, plan for a 12 year old brother who dislikes vegetables and a six year old sister who is a picky eater but likes finger foods.
• examine differences in diets for any or all of the following: a young woman active in gymnastics, a young man active in football, a young woman who wishes to lose 15 pounds, etc.
• identify characteristics of healthy foods. Have students brainstorm examples of healthy single foods and healthy food combinations.

Resources

Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)
Chapter 12: Nutritious Meals
Chapter 19: Achieving a Healthy Body Weight
*Food for Life, 2nd Edition, Teacher (*22180*) and Student* (21855*) Resource*
Chapter 5: A Guide to Healthy Food Choices
Food and Nutrition Sciences Lab Manual (24115) and *Answer Key* (24116)
Unit 1: Nutrition and Well-Being
Nutrition: Science and Applications, Canadian edition
Chapter 2: Nutrition Guidelines
Simply Great Food (25589) Recommendations for healthy choices accompany each recipe.
Let's Eat!
Easy Food Solutions

Web Links

Using search engine try key search words such as:
Chronicle Herald
Health Canada –Eating Well with Canada's Food Guide
McGraw Hill
Nutrient Values of Common Foods- Health Canada-

Specific Curriculum Outcome 4.3:

Students will be expected to practice general food shopping guidelines that are efficient and economical.

Suggestions for Assessment

Students can:
• create a pamphlet for consumers to use to help them make informed decisions when shopping for food. The pamphlet should include information on the following: how to comparison shop; how to save money; how to read nutritional information on labels; and how to determine the durable life of a food.

Suggestions for Learning and Teaching
Teachers can:
Students can:
• use weekly grocery flyers to plan menus for one week for their family. Make a shopping list, indicating the foods on sale and the price of groceries for the family for one week. Evaluate menus to determine if they are well-balanced and meet Canada's Food Guide requirements.
• work in pairs, to write and perform a skit demonstrating at least three poor shopping strategies. Ask the class to identify them.

Lab experience- Students will choose one of their favorite homemade recipes to compare with a similar convenience food product or mix (i.e. banana bread, muffins, macaroni and cheese, etc.) Students prepare both the homemade and convenience food or mix. In a lab report, students will evaluate the recipes for taste, quality, nutrient content, time and effort to make, and price. Students will write a summary conclusion of the evaluation.
Students can:
• host a "Back to Basics" or "Outside the Box" taste panel to promote foods prepared from scratch
• write a newspaper article titled "Resisting the Temptation to Buy on Impulse When Grocery Shopping"
• explain the basic information found on most food labels including the purpose of the % Daily Value information found on the Nutrition Facts Tables. Students will select a food that has nutritional labeling and interpret the label for the class.
• develop criteria of what ingredients are most important in a fruit beverage. Students will read labels from a variety of fruit beverages. Based on the criteria they developed, students will determine which is the best nutritional buy.
• can use the Dieticians of Canada website, where they will visit the Virtual Grocery Store and complete the activity.

Resources
Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)
Chapter 10: Shopping Smart
*Food for Life, 2nd Edition, Teacher (*22180*) and Student* (21855*) Resource*
Chapter 13: Becoming a Wise Consumer
Nutrition: Science and Applications, Canadian edition
Chapter 2.5: Food and Natural Health Product Labels
Simply Great Food (25589) Recommendations for healthy choices accompany each recipe.
Easy Food Solutions

Web Links
Using search engine try key search words such as:
Virtual Grocery Store- Dieticians of Canada
Canadian Food Inspection Agency, Guide to Food labeling and Advertising
Health Canada, Interactive Nutrition Label- Get The Facts
Canadian Consumer Information Gateway

Specific Curriculum Outcome 4.4:
Students will be expected to develop awareness of food additives to become a knowledgeable and critical consumer.

Suggestions for Assessment

Students can:

• write a one page essay expressing a viewpoint on the use of food additives.

• use previously built knowledge to write a response to the following case study:

Your friend wants to lose weight. She tells you that her weight loss plan is based mainly on low calorie foods and beverages made with artificial sweeteners and fat substitutes, She asks your opinion. What would you say to her?

• write a response to the statement: Many food products exist because of food additives.

Suggestions for Learning and Teaching

Teachers can:

• define a food additive as a "substance added to a food product for a specific purpose (to preserve freshness or enhance colour or flavour)."

• list some of the more commonly used food additives and their functions. Understand that GRAS is an acronym for Generally Recognized as Safe and includes such substances as salt, sugar, and spices. Explain that additives on the GRAS list may be used by a manufacturer without special permission. All other additives are known as regulated food additives and permission for use must be obtained from the Health Protection Branch of Health Canada.

• present the history, roles, debates regarding food additive use, allergy reactions, GRAS- Generally Recognized as Safe, and sugar and fat substitutes

• explain that certain substances have been used in foods to keep food longer or to improve the flavour. Using salt and spices to make the flavour more appealing and to hide the flavour of overripe or spoiled foods is a long-time practice.

• lead a discussion on shelf or storage life and how improved transportation has given us a wider variety of foods and the importance of these in the daily diet.

• review Canada to regulations pertaining to additives, food additives are used for one or more of these functions:

- maintaining nutritional quality of food
- improving storage quality
- making the food more attractive, but not in a deceptive manner
- aiding in food processing.
- Lead a discussion on shelf or storage life and how improved transportation has given us a wider variety of foods and the importance of these in the daily diet.

Students can :

• participate in a Label Game Activity. Students will write out the list of ingredients from ten food packages found at home. Other students in the class will try to identify the food from the list of ingredients.

• analyze the information that must be on food labels.

• research and present preservation methods used by early settlers and Aboriginal peoples.

• In small groups, students will be assigned one of the four functions of food additives. Each group will find food additives used for the assigned function and cite examples of foods that contain them.

• design a crossword puzzle using various food additives and/or their functions and create an answer key. Students will exchange crossword puzzles to complete.

• brainstorm a list of foods we have available because of food additives.

Lab Activity- Students will compare various types of chocolate pudding. In a chart, they will record: how they are packaged and stored; taste, texture and appearance comparisons; what food additives they contain. In their lab report, students will record their conclusions on how the additives affected packaging, storage, texture, taste, and appearance.

Students can:

• discuss whether vending machines could operate without the use of food additives. Students will evaluate the foods in vending machines by looking at the food additives in the list of ingredients and will identify their functions.

• choose three or four convenience foods. Students will identify and explain the use of each of the additives listed in the ingredients. (A Dictionary of Food Additives may be helpful or use information from Health Canada).

• make a display or poster showing a food product that contains five or more food additives. Indicate the purpose of each additive.

• examine the role of the Health Canada and the Health Protection Branch in monitoring, regulating, controlling, and protecting the safety of our foods and drugs. Students will collect newspaper articles of current food-related issues and examine the involvement of the Health Protection Branch.

• discuss the advantages and disadvantages of using food additives. Have two groups of students debate whether they should be used.

• explain the difference between organic, inorganic, and natural foods. Invite an organic grower to discuss regulations and benefits or invite a produce manger in to discuss why both products are available for consumers.

• identify where people can find accurate information on controversial food issues related to food additives. In pairs, students will choose an issue and present both sides of the controversy to the class.

• list the food additives that can cause allergic reactions. Examples include sulfites and monosodium glutamate (MSG). Discuss why these particular additives are used and identify foods that contain them. Determine what people need to do to protect their health and safety.

• locate articles from the Internet or the periodical index in a library to gather information about sugar or fat substitutes. Summarize findings for the class.

• research a current topic related to food additives. Examples: safety of irradiated foods, use of antibiotics in food animals, hyperactivity in children and food additives, the history of artificial sweeteners, Olestra, Ginseng or another popular health promoting products, leaching of chemicals from containers into foods). Students will create a visual presenting their findings (power point, poster, brochure)

Resources

Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)
Chapter 16: Food Additives
Nutrition: Science and Applications, Canadian edition
Chapter 17.5: Food Additives

Web Links

Using search engine try key search words such as:
Canadian Food Inspection Agency
Health Canada
Center for Science in the Public Interest- Food Safety, Food Additives Hopkins Technology- A Primer on Food Additives
Canadian Allergy, Asthma and Immunology Foundation
Allergy, Asthma Information Association
Canadian Consumer Information Gateway

Specific Curriculum Outcome 4.5:

Students will be expected to examine and apply the steps involved in healthy and nutritious food preparation.

Suggestions for Assessment

Students can:

• create a visual illustrating nutrients lost during food preparation to be shared with the class, school community, local grocery store
• create an infomercial on "Cooking for the Health of it"
• reflect on nutrient value of foods prepared in foods lab

Teachers can:

• assess student products for accuracy, presentation of information for public viewing using co-criteria rubrics

Suggestions for Learning and Teaching

Teachers can:

• review recipes with students identifying cooking methods that are healthy
• define healthy cooking methods
• organize a food preparation experience with one food item, such as potatoes, illustrating different preparation methods resulting in different end products of varying nutritional value

Students can:

• identify which nutrients are affected during food preparation
• compare and contrast nutrient content of common foods if eaten raw versus cooked: carrots, potatoes, cabbage
• compare food prepared by various cooking methods: steaming versus boiling, frying versus baking. Create a chart comparing foods prepared in different ways. Chart could include:
    • skill /effort required in preparation
    • time required to prepare
    • time to cook
    • time and energy required for clean up
    • taste
    • texture
    • aroma
    • primary nutrients in prepared food
• discuss the factors affecting our choice of food preparation methods. Make recommendations as to which preparation methods suit nutrient retention in 10 of their favourite foods
• research nutrient retention in various methods of home food preservation: freezing, drying, canning, pickling

Resources

Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)
    Chapter 6: Kitchen Know How
    Chapter 7: At Home in the Kitchen
    Chapter 9: Meal Planning and Management
    Chapter 20: Reducing Fat in Your Diet
*Food for Life, 2nd Edition, Teacher (*22180*) and Student* (21855*) Resource*
    Chapter 12: Kitchen Literacy and Numeracy
Simply Great Food (25589) Recommendations for healthy choices accompany each recipe.
    Let's Eat!
    Easy Food Solutions

Web Links

Using search engine try key search words such as:
Health Canada
Vitamin retention during cooking

Specific Curriculum Outcome 4.6:
Students will be expected to establish guidelines for working together in class.

Suggestions for Assessment
Students can:
• reflect on group contributions to meal planning preparation and service. Submit completed checklists and work schedule along with reflection
Teachers can:
• asses student collaboration and team work by observing actual meal preparation and service as well as reviewing planning checklists and student reflections .

Suggestions for Learning and Teaching
Students can:
• participate in a think/ pair/ share activity using the following:
THINK: Individually brainstorm the steps a cook takes when preparing to cook.
PAIR: Meet with a partner and compile a list of all steps identified.
SHARE**:** You and your partner will share your list with your classmates.
From the think/pair/ share activity, students will create a poster for display in the foods lab. Teachers should evaluate posters for content such as: washing hands, reading and understanding recipes, adjusting oven racks, preheating ovens, preparing pans, assembling and measuring ingredients, combining ingredients, cooking, cleaning up, and evaluating.
• as a class, identify the guidelines for working together as a team. Include sharing of tasks as well as considerate and cooperative behaviour. Design a contract for working together.
• create a bulletin board titled: "Good Cooks Don't Skip Steps!"
• research and create a list of appropriate guidelines or behaviours for serving and eating food . Students could present this in a variety of formats: Video clips, cartoons.
• outline a set of guidelines for table setting. Students will draw diagrams and/or practice table setting for different occasions.
• discuss how a server's understanding of table etiquette helps with establishing a positive dining experience.
• discuss the importance of table manners and which are appropriate for the following: a family setting, a business setting, a meal with friends, and a meal in the foods lab. Students will role play dining etiquette for one of the situations.
• write and perform a 5-minute skit demonstrating at least three serving etiquette errors and offer suggesting on how to correct them.
• invite a guest or guests to class meal and work together to plan a menu, prepare a meal and properly serve and dine with their guest/ guests. Students can prepare work schedules and checklists to ensure all members participate .

Resources
Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)
Chapter 9: Meal Planning and Management
*Food for Life, 2nd Edition, Teacher (*22180*) and Student* (21855*) Resource*
Chapter 3: Food Traditions and Etiquette
Chapter 14: Meal Planning and Preparation

Web Links
Using search engine try key search words such as:
Saskatchewan Learning: Kitchen Basics: Dining Etiquette

Unit Outcome 5: **Food Trends and Issues** (approximately 5 hours)
Students will be expected to identify and discuss trends and issues as related to foods and well-being.

Specific Curriculum Outcome 5.1:
Students will be expected to explore, locally and globally, trends and issues related to food and well-being.

Suggestions for Assessment
Students can:
• share their research on a current trend with the class
• define well being as it relates to their research project on a current issue

Teachers can :
• use co-criteria rubrics to assess shared projects
• create a rubric to evaluate the independent student research project. The rubric might include: communications skills; research strategies; content; etc.

Suggestions for Learning and Teaching
Teachers can:
• interview students to discuss project ideas and possible presentation options
• provide students with access to text and internet resources. Review how to identify reliable sources.
• assist students with creating the focus of their research
• review research methods and expectations as related to the project assignment

Students can:
• independently research a current food trend or food issue from a selected list brainstormed by the class. The focus of this project is wellness and positive approaches to healthy eating. Some topics may include: food and athletics; food allergies; eating for prevention of nutrition related disorders (cancer, heart disease, etc.); healthy body image; weight management; food needs during pregnancy; organic foods; buying local, global food issues, etc. The independent project will be shared with the class using visual aids (power point, posters, magazine format).

Resources
Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)
Chapter 28: Nutritional Status of Canadians
Chapter 21: Strategies for Achieving Well Being
Chapter 19: Achieving a Healthy Body Weight
Chapter 18: recognizing Unhealthy Eating patterns
Chapter 17: Changing Perceptions of Beauty
*Food for Life, 2nd Edition, Teacher (*22180*) and Student* (21855*) Resource*
Chapter 6: Good Nutrition throughout the Life Span
Chapter 7: Living with Special Considerations
Chapter 8: Body Image and Lifestyle Choices
Healthy Eating for Preteens and Teens (25584)
Part 3: Nutrition for Health and Fitness
Food and Nutrition Sciences Lab Manual (24115) and *Answer Key* (24116)
Unit 2: Nutrition Through the Life Cycle
Unit 4: Contemporary Issues in Food
Nutrition: Science and Applications, Canadian edition
Chapter 18:World Hunger and Malnutrition

Web Links
Using search engine try key search words such as:
Public Health Agency of Canada, Canadian Health Network, Healthy Eating

Unit Outcome 6: Career Pathways in the Food Industry (approximately 2 hours)
Students will be expected to identify career and employment opportunities and related skills associated with food choices and well-being.

Specific Curriculum Outcome 6.1:
Students will be expected to be aware of career and employment opportunities related to food industry, food preparation and nutrition.

Suggestions for Assessment
Students can:
• create a collage of pictures or words representing a career of their choosing in the food industry
• share the skills and personal characteristics required for careers in the food industry using the presentation style of their choice: interview, poem, rap, poster, report
• reflect on presentations/interviews with people in the food industry

Teachers can:
• assess accuracy and content of student projects using rubrics

Suggestions for Learning and teaching

Teachers can:

• each time a guest speaker talks to the class have them share their career pathway as it relates to the food industry.

• create a Brainstorm list of careers with the students reflecting all areas:

- food and nutrition
- food production
- food marketing,
- food technology
- food service
- nutrition
- research

• Any missing give as many examples for each career area as possible. Consider working for government departments as well as being an entrepreneur.

Students can:

• choose a career of interest and research it. Draw up a list of areas to examine such as education/skills required, working conditions, advantages and disadvantages, availability of employment, wages, personal qualifications.

• define the term "entry level" position and list possible expectations for education and training requirements.

•using the textbook *Food for Today*, the following are some suggested activities:

- review some of the career profiles. Students may select those that interest them.
- make a list of all career profiles and categorize into the above areas listed.
- divide the class into groups to examine the career profiles from various chapters. Report back to the class.

• create a bulletin board of career ideas. Have students help with ideas, pictures, and drawings.

• create a list of jobs portrayed in the CBC video series *The Great Food Revolution*

• list some careers to explore in the food industry. How have current trends (i.e. more people eating out, greater interest in the relationship between food and health, etc) impacted on future growth in these careers?

• develop a list of questions to ask about the career or job. Interview an employer in that job/career. Report back to class.

• review possible careers in a grocery store setting.

• participate in a job shadow (refer to NS Department of Education: *Community Based Learning Policy and Guidelines)*

• invite guest speakers to talk about their career in the food industry

Resources

Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)
Chapter 5: Career Opportunities
*Food for Life, 2nd Edition, Teacher (*22180*) and Student* (21855*) Resource*
Career Profiles throughout the resource
Video V2795: *The Great Food Revolution*
School guidance counselor
Post-secondary calendars

Web Links

Using search engine try key search words such as:
Career Options
Dietitians of Canada
Computer Software: Career Cruising

Specific Curriculum Outcome 6.2:

Students will be expected to identify and evaluate personal qualities, skills, abilities and interests related to career choices in food industry, food preparation and nutrition.

Suggestions for Assessment

Students can:
• create a personal growth plan to identify skills required for a particular career in the food industry. The growth plan will indicate which skills are in development, which have been "mastered" and which need to be developed and how

Teachers can:
• interview students to assess their growth plan

Suggestions for Learning and teaching

Teachers can:
• list all personal attributes that would be useful and/or necessary if considering a career in the food & nutrition industry. Ideas include: working well with people, having an interest in food, being creative, organizational skills, working well with your hands, being a leader, etc.

Students can:
• choose and research a career in food (diet), food preparation or nutrition matching their personal skills and attributes to those skills/attributes needed for the selected career.

Resources

Food for Today, First Canadian Edition, Student Resource (24117), Teacher Resource (24118)

Chapter 5: Career Opportunities, Food for Today, McGraw-Hill Ryerson, 1st Canadian Edition

*Food for Life, 2nd Edition, Teacher (*22180*) and Student* (21855*) Resource*

Career Profiles throughout the resource

School guidance counselor

Post-secondary calendars

Web Links

Using search engine try key search words such as:

Dietitians of Canada

McGraw-Hill: Food for Today

Computer Software: Career Cruising/ Choices