

FOODS AND NUTRITION MODULE

Time Frame Allotted: 1/3 year (18 hours)

Rationale

Food is of major importance as a determinant of health because it provides the nutrients essential for energy, growth and repair, and regulation of body processes. It is imperative that teenagers develop an appreciation of this fact, along with the knowledge and skills that allow them to select and prepare foods that contribute to their own good health, and ultimately to be successful in meeting the food needs of the families they will head as adults.

Along with clothing, shelter, and transportation, food is a significant expense for most families. Few families have unlimited financial resources; therefore, it is essential that family members have the skills that will allow them as many options as possible for meeting family food needs. The Foods and Nutrition Module helps students gain knowledge that enhances wise food selection as well as preparation skills that permit them to choose from a range of options for meeting their food needs. As a result, young people will be better prepared to provide a well-balanced diet for themselves and for their future families. Such knowledge and skill have an important role in contributing to the financial and personal health of the independent young adult.

Instructional strategies and learning activities provide opportunities for students to attain information helpful in selecting nutritious foods and to apply that information in analyzing their own diets. Besides choosing food for its sensory appeal, students are guided towards choosing food for its nutritional value and its contribution to health. Other activities focus on safe and sanitary food habits, accurate measuring, organization for cooking, the selection and use of recipes, and opportunities for practical experiences in food preparation. Activities are designed to help students become more confident in their abilities to read and interpret directions, organize time and materials, and successfully produce foods that are enjoyable to eat. For many, this confidence increases motivation to practise these skills at home with both familiar and new recipes.

Foods and Nutrition Module

Major Objectives	Intended Learning Objectives
1. To understand the importance of a nutritious diet in health and development.	1.1 To identify the factors that influence food choices. 1.2 To list reasons why good nutrition is important. 1.3 To consider the role of Canada's Food Guide in contributing to health. 1.4 To apply Canada's Food Guide in making appropriate food selections.
2. To learn basic safety and sanitation practices related to food preparation.	2.1 To practise safety in using large and small equipment, and in carrying out kitchen activities. 2.2 To practise good hygiene when preparing food.
3. To apply appropriate organizational skills and food preparation techniques in preparing recipes from the four food groups.	3.1 To know how to select and use recipes. 3.2 To practise accurate measuring techniques and understand their importance. 3.3 To indicate the name, location, and use of basic kitchen equipment and utensils. 3.4 To know and practise suitable behaviour during laboratory activities. 3.5 To prepare simple recipes from the four food groups.
Note: Metric measuring equipment and metric recipes shall be used in all Home Economic activities.	

Major Objective: **1. To understand the importance of a nutritious diet in health and development.**

Learning Objective: **1.1 To identify the factors that influence food choices.**

Related Content	Resources
1.1 Some factors which influence food choices are: <ul style="list-style-type: none">! family! lifestyle! money available! ethnic background! religious beliefs! where you live! peer pressure! advertising! technology! likes and dislikes! social customs! physical needs! emotional needs! nutrition awareness! concern for health! sensory appeal! habit (others may be added)	1.1 <i>Creative Living</i> , Chapter 34. 1.1 Activity Sheet, "Your Favourite Foods", <i>Creative Living</i> , Teacher's Resource Book, p. 68, #48.

Suggested Instructional Strategies and Learning Activities

- 1.1a Have students brainstorm the factors that affect food choices. Illustrate each with a specific example.
- 1.1b Have students complete the activity sheet "Your Favourite Foods", *Creative Living*, Teacher's Resource Book.
- 1.1c Ask students to find pictures of foods that appeal to them. Have students explain what influenced their choices.
- or**
- Use pictures supplied by the teacher for a similar discussion.
- 1.1d Have each student select a "most enjoyed" food and a "least enjoyed" food. Have each write their choices in appropriate columns on the blackboard. As they record their choices, they should explain reason(s) for their choices to the class. Follow with a class discussion on factors that influence food choices.
- 1.1e Use cartoons or transparencies to discuss whether the following food-related sayings are fact or fallacy. Have students speculate on the origin of each saying.
- ! an apple a day keeps the doctor away
 - ! fish is a brain food
 - ! burnt toast makes you sing
 - ! bread crusts make your hair curly
 - ! apples are nature's toothbrushes
 - ! carrots are good for your eyes
 - ! gelatin makes your nails strong
 - ! you are what you eat
- How (in what circumstances) are these sayings usually used?
- 1.1f Ask student to list as many advertisements for food as they can think of, including TV, radio, magazines, and billboards. Which ads are most easily remembered? Why? Do they think food advertising influences their food choices? Encourage students to survey the media to see how nutrition and food are presented.
- 1.1g Bring in pictures of North American and other foods. (Ensure that all the food groups are represented.) Discuss food prejudices and biases.

Major Objective: **1. To understand the importance of a nutritious diet in health and development.**

Learning Objective: **1.2 To list reasons why good nutrition is important.**

Related Content	Resources
1.2 Explain the importance of good nutrition by outlining the basic functions of nutrients: ! energy ! growth and repair ! regulation	1.2 <i>Creative Living</i> , Chapter 35.

Suggested Instructional Strategies and Learning Activities

- 1.2a Use the analogy of building and maintaining a house that must last a lifetime to explain the general importance of good nutrition in building and maintaining a healthy body.
- 1.2b Have students explore sources and key functions of nutrients. Divide the class into small groups to prepare one of the following: a mobile, a jingle, a skit, an advertisement, a song, a poster... Have each group present its creation to the class.

Major Objective: **1. To understand the importance of a nutritious diet in health and development.**

Learning Objective: **1.3 To consider the role of Canada's Food Guide in contributing to health.**

Related Content	Resources
1.3 Daily food needs in relation to Canada's Food Guide.	1.3 <i>Creative Living</i> , Chapter 36.
! meat, fish, poultry, and alternates - 2 servings.	1.3 Copies of Canada's Food Guide and Handbook - Provincial Department of Health.
! milk and milk products, adults, 2 servings; children, 2-3 servings; teens, 3-4 servings; pregnant and nursing women, 3-4 servings.	1.3 Activity Sheet "Canada's Food Guide Match-ups", Teacher's Resource Package.
! breads and cereals, 3-5 servings	1.3 Activity Sheet, "Canada's Food Guide Chart", Teacher's Resource Package.
! fruits and vegetables, 4-5 servings. (revisions pending from Health and Welfare Canada)	1.3 Activity Sheet "The Grocery Bag Activity", Teacher's Resource Package.
	1.3 Poster "STOP, CAUTION, and GO FOODS", Provincial Department of Health.

Suggested Instructional Strategies and Learning Activities

- 1.3a Using pictures collected from magazines or other sources, have students classify foods into the four food groups. Suggested activities:
- ! Place a variety of pictures in envelopes. Distribute the envelopes to individual students and have them trade with other students until they have foods from all four food groups.
 - ! Have students work in small groups to arrange given sets of pictures into four food groups.
- 1.3b Have students sort foods into the food groups using the activity sheet "Canada's Food Guide Match-up and Canada's Food Guide Chart", Teacher's Resource Package. Follow with a brief discussion of the leader nutrients for each food group.
- 1.3c Have students sort foods into food groups using "The Grocery Bag Activity", Teacher's Resource Package.
- 1.3d Distribute to each student four pieces of coloured paper, one colour representing each of the four food groups. Hold up a picture of food and have each student, on a signal from the teacher, hold up the card representing the food group(s) supplied by that food. Mixed foods will necessitate more than one card being held up at one time. Junk foods, sugars and fats are not found in any group, therefore no card should be held up. Repeat with several pictures.
- 1.3e Do a survey of the food choices available in the school cafeteria (or a take-out restaurant, a vending machine, etc.) Compare the foods with choices available from Canada's Food Guide. Are all the food groups in the guide represented? Suggest improvements.

Major Objective: **1. To understand the importance of a nutritious diet in health and development.**

Learning Objective: **1.4 To apply Canada's Food Guide in making appropriate food selections.**

Related Content	Resources
1.4 A balanced diet meets the guidelines from Canada's Food Guide. One common way to get a balanced diet is through the following meal pattern: ! breakfast ! lunch ! snacks ! dinner/supper	1.4 <i>Creative Living</i> , Chapter 37. 1.4 Activity Sheet, "Karl's Kitchen", Teacher's Resource Package. 1.4 Activity Sheet "Daily Food Evaluation", Teacher's Resource Package.

Suggested Instructional Strategies and Learning Activities

- 1.4a Have students evaluate a menu and to make suggestions for changes that would provide a variety of nutritious choices. Use the activity sheet "Karl's Kitchen", Teacher's Resource Package,
- 1.4b Using a flannel board or food models, illustrate different nutritious meal combinations for the day. Have each student plan meals which include all four food groups. Encourage students to use a variety of foods.
- 1.4c Use examples for a discussion of the nutritional value of school lunches. (You may wish to include discussion of choices that reduce waste in packaging.)
- 1.4d Have students do a survey of lunches brought to school by students and/or teachers. Have them evaluate the food combinations chosen in accordance with the recommendations of Canada's Food Guide.
- 1.4e Have students make posters or bulletin boards showing healthy breakfasts, lunches, or snacks. (Display these in home economics room, cafeteria, or classroom.)
- 1.4f Hold a taste panel on blender breakfasts. Rate according to taste, cost, nutritional value, ease of preparation.
- 1.4g Have students design an advertisement promoting the idea of eating breakfast.
- 1.4h Collect ideas or recipes for quick breakfast foods other than those provided by the commercial food industry.
- 1.4i Have students use the "Daily Food Evaluation" Sheet, Teacher's Resource Package, to record their food intakes and compare them to the recommendations of Canada's Food Guide.

Major Objective: **2. To learn basic safety and sanitation practices related to food preparation.**

Learning Objective: **2.1 To practise safety in using large and small equipment and in carrying out kitchen activities.**

Related Content	Resources
<p>2.1 Topics related to kitchen safety:</p> <ul style="list-style-type: none">! electrical! spills! fire! knives! cooking habits! hazard symbols! clothing! falls! broken glass <p>(others may be added)</p>	<p>2.1 <i>Creative Living</i>, Chapter 43.</p> <p>2.1 Activity Sheet, "What's Wrong In This Kitchen", Teacher's Resource Package.</p>

Suggested Instructional Strategies and Learning Activities

- 2.1a Have students describe kitchen accidents that have happened to people they know. How did each occur and how could it have been prevented?
- 2.1b Ask students to find safety hazards in the activity sheet "What's Wrong In This Kitchen?" Ask students to make suggestions that would correct each unsafe practice.
- 2.1c Display a tray of small kitchen utensils. Ask students to identify the name and function of each and comment on how to use each safely.
- 2.1d Organize a "Find the Hazards" contest. Set up hazards in each kitchen, and cordon off these areas. Have students move silently from kitchen to kitchen, writing a list of all the hazards they can find. Then have them compare findings and see who spotted the most hazards.
- 2.1e Discuss and demonstrate the correct and safe operation of various kitchen appliances.

Major Objective: **2. To learn basic safety and sanitation practices related to food preparation.**

Learning Objective: **2.2 To practise good hygiene when preparing food.**

Related Content	Resources
2.2 Definition of sanitation.	2.2 <i>Creative Living</i> , Chapter 43.
2.2 Personal hygiene: ! hair ! hands ! clothing ! cuts, infections, rashes ! coughs ! colds ! sneezing ! gum chewing ! undesirable habits	2.2 <i>Creative Living</i> , Teacher's Annotated Edition, pp. 70-71 in Teachers' Manual. 2.2 Activity Sheet, "Brown Bagging It", Teacher's Resource Package. 2.2 Activity Sheet, "Anything Wrong Here?", <i>Creative Living</i> , Teacher's Resource Book, p. 81, #61.
2.2 Clean work area and equipment.	
2.2 Potentially unsafe foods (include factors related to preparation, cooking and storing).	

Suggested Instructional Strategies and Learning Activities

- 2.2a In groups, have students list as many desirable and undesirable personal hygiene practices as possible. Have them share their lists during class discussion.
- 2.2b Have students consider the safe preparation and storage of food when making and carrying lunches by completing the activity sheet "Brown Bagging It", Teacher's Resource Package.

Major Objective: **3. To apply appropriate organizational skills and food preparation techniques in preparing recipes from the four food groups.** (NOTE: Metric measuring equipment and metric recipes shall be used in all Home Economics activities.)

Learning Objective: **3.1 To know how to select and use recipes.**

Related Content	Resources
3.1 Basic parts of a recipe: ! title ! ingredients ! method	3.1 <i>Creative Living</i> , Chapter 46. 3.1 Example Sheet, "Recipe Comparison", Teacher's Resource Package.
3.1 When choosing a recipe consider: ! ingredients and equipment ! skills required ! time available ! likes and dislikes ! cost ! nutritional value	
3.1 Steps in following a recipe: ! Make sure you read and understand the recipe before you begin to work. ! Collect all of the ingredients and equipment. ! If required, set the oven. Prepare pans or casserole dishes. ! Prepare ingredients. For example, peel vegetables, chop nuts or onion, melt butter or shortening. ! Measure ingredients. Be accurate. ! Combine ingredients <i>exactly</i> according to the directions in the recipe. ! Cook, freeze, bake, etc., according to directions. Following these steps should give you perfect results. Working too fast may cause you to become careless and make a mistake, which could lead to failure and, of course, disappointment.	

Suggested Instructional Strategies and Learning Activities

3.1a Introduce this topic by pointing out that all new activities require direction. A recipe gives directions for preparing a food. Discuss the factors that are important in choosing a recipe.

3.1b Using the example sheet, "Recipe Comparison", Teacher's Resource Package, discuss characteristics of well-written versus poorly-written recipes.

Discuss the use in recipes of amounts such as the following:

- ! a handful
- ! a dash
- ! a pinch
- ! the size of an egg
- ! a large dollop

Are they clear for beginners or are they confusing? Do these recipes give enough information?

3.1c Have students work alone or in pairs to complete the following activity:
You have just arrived home from school. It is 4 o'clock. There is a note waiting which says you are having spaghetti and sauce for supper but there is no dessert ready. You are expected to make one. Your family will return for supper at 5:30. What points do you need to consider when deciding which dessert recipe you should choose?

As a follow up, students could each submit an example of a suitable dessert recipe, and explain what guidelines were applied in selecting it.

3.1d Discuss the steps in using a recipe.

3.1e Ask students to find an example of a well-written and a poorly-written recipe. Have them compare and contrast the two.

Major Objective: **3. To apply appropriate organizational skills and food preparation techniques in preparing recipes from the four food groups.** (NOTE: Metric measuring equipment and metric recipes shall be used in all Home Economics activities.)

Learning Objective: **3.2 To practise accurate measuring techniques and understand their importance.**

Related Content	Resources
3.2 Standard measuring utensils.	3.2 <i>Creative Living</i> , Chapter 47.
3.2 Measuring methods for: ! dry ingredients ! liquid ingredients ! solid ingredients	3.2 Recipe: Granola, Teacher's Resource Package.

Suggested Instructional Strategies and Learning Activities

- 3.2a In a teacher-led discussion, students describe cooking experiences they have had with reference to measuring techniques. Were ingredients always measured by standard methods? If not, how were ingredients measured? Did the products **always** turn out well?

They may have seen relatives preparing food without using standard measures. Were these cooks able to produce new products successfully or just those products that they had experience with? Why do professional chefs and cooking teachers recommend using standard measuring techniques and standard measures?

- 3.2b Demonstrate correct measuring techniques using correct equipment.
- 3.2c Have students practise measuring techniques for preparation of a simple recipe.
Example: trail mix, dip, nuts and bolts, other snack foods.
*A recipe for granola is provided in the Teacher's Resource Package.

Major Objective: 3. **To apply appropriate organizational skills and food preparation techniques in preparing recipes from the four food groups.** (NOTE: Metric measuring equipment and metric recipes shall be used in all Home Economics activities.)

Learning Objective: 3.3 **To indicate the name, location, and use of basic kitchen equipment and utensils.**

Related Content	Resources
3.3 Basic kitchen equipment and utensils, and their functions.	3.3 <i>Creative Living</i> , Chapter 44.
	3.3 Activity sheet, "Name That Object", Teacher's Resource Package.
	3.3 Activity Sheet, "The Right Tool for the Task", <i>Creative Living</i> , Teacher's Resource Book, p. 82, #62.

Suggested Instructional Strategies and Learning Activities

- 3.3a Scavenger Hunt: To help students orient themselves to the kitchen, give students lists of kitchen equipment to locate and display for checking. Trade lists to put equipment away.
- 3.3b To familiarize students with basic kitchen utensils and their functions, have them complete the activity sheet "Name That Object!", Teacher's Resource Package.
- 3.3c To match food preparation steps to equipment used, have students complete the activity sheet, "The Right Tool for the Task", *Creative Living*, Teacher's Resource Book.

Major Objective: **3. To apply appropriate organizational skills and food preparation techniques in preparing recipes from the four food groups.** (NOTE: Metric measuring equipment and metric recipes shall be used in all Home Economics activities.)

Learning Objective: **3.4 To know and practise suitable behaviour during laboratory activities.**

Related Content	Resources
<p>3.4 Managing time and energy effectively for lab activities.</p> <p>Organization for cooking (basic procedures related to cleanliness, lab routines, clean-up, safety, proper tasting techniques).</p> <p>Highlight key techniques or procedures relevant to the recipe chosen.</p>	<p>3.4 <i>Creative Living</i>, Chapter 46.</p>

Suggested Instructional Strategies and Learning Activities

- 3.4a Teacher discusses and demonstrates procedures that students are expected to follow.
- 3.4b Teacher may choose to prepare a simple recipe either as a demonstration or as a class activity.
- 3.4c Teacher may post charts and posters illustrating appropriate information on procedures.

Major Objective: **3. To apply appropriate organizational skills and food preparation techniques in preparing recipes from the four food groups.** (NOTE: Metric measuring equipment and metric recipes shall be used in all Home Economics activities.)

Learning Objective: **3.5 To prepare simple recipes from the four food groups.**

Related Content	Resources
3.5 Labs should include instruction in a variety of methods of food preparation and cooking: ! top of stove ! oven ! small appliances Include cooked and uncooked food, and beverages appropriate for the time and equipment available.	3.5 "Suggested Products for Food Preparation", Teacher's Resource Package. 3.5 "Recipes", Teacher's Resource Package. 3.5 <i>Creative Living</i> , Chapters 43-48. 3.5 <i>Creative Living</i> , Teacher's Resource Book, Recipes, pp. 225-230.

Suggested Instructional Strategies and Learning Activities

- 3.5a Students prepare a recipe from each of the four groups.
- 3.5b Students prepare a sample recipe based on more than one food group (e.g. seafood noodle casserole).
- 3.5c Each group of students prepare a different recipe from the same food group (e.g. a variety of vegetable dishes) and have a buffet sampling of the products.
- 3.5d Teacher and/or students evaluate food preparation procedures and products.