

Component: Healthy Eating

HEALTHY EATING

Titles

Specific Curriculum Outcomes [with identified links to GCOs and KSCO in Physical Education (PE), Health (H) and Family Studies: Foods and Nutrition (FS: FN)]

Food and Well-Being

Identify and analyse the impacts of eating practices on personal well-being. (H-GCO1, KSCO1; FS:FN-GCO1, KSCO3)

Critically analyse the contribution of healthy eating and good nutrition to aesthetic appeal: glowing skin, shiny hair, high energy. (H-GCO1, KSCO1; FS:FN-GCO1, KSCO2)

Evaluate health benefits/risks associated with eating practices. (H-GCO2, KSCO2; FS:FN-GCO1, KSCO3)

Critically analyse the impact of eating practices on the prevention and/or development of chronic health conditions. (H-GCO2, KSCO2; FS:FN-GCO1, KSCO3)

Food, Eating and You

Analyse personal eating practices. (H-GCO2, KSCO3; FS:FN-GCO1, KSCO1)

Identify challenges to healthy eating. (H-GCO2, KSCO1; FS:FN-GCO1, KSCO3)

Evaluate the relationship between physical activity and dietary requirements. (PE-GCO3, KSCO1; GCO2, KSCO2; FS:FN-GCO1, KSCO2)

Develop a personal eating plan which incorporates the recommendations of Canada's Food Guide to Healthy Eating and which takes into account cultural values and beliefs. (H-GCO2, KSCO3; GCO8, KSCO1; FS:FN-GCO3, KSCO3)

Food Security

Demonstrate an understanding of the factors underlying food sufficiency and their impact on healthy eating in self, family, and country. (FS:FN-GCO1, KSCO8)

Demonstrate an understanding of the factors affecting food security. (FS:FN-GCO1, KSCO8)

Identify the impact of eating practices on society and on the environment. (H-GCO6, KSCO1; FS:FN-GCO1, KSCO8)

**Technology, the Media and
Healthy Eating**

Critically analyse the media’s portrayal of food and of eating practices.
(H-GCO9, KSCO1; FS:FN-GCO1, KSCO1)

Critically analyse how technological innovation influences eating
practices. (H-GCO9, KSCO2; FS:FN-GCO1, KSCO6)

Life Choices and Healthy Eating

Identify careers related to food and eating. (H-GCO9, KSCO3; FS:FN-GCO1,
KSCO10)

Identify skills required in various sectors of the food industry. (H-GCO9,
KSCO3; FS:FN-GCO1, KSCO11)

FOOD AND WELL-BEING

Specific Curriculum Outcomes

Suggestions for Teaching and Learning

Students will be expected to:

Identify and analyse the impacts of eating practices on personal well-being.

1. Teachers could have students identify factors that have influenced their eating behaviour. They should list these factors and indicate how strong an influence they have had on their current eating habits and on their nutritional status.

Critically analyse the contribution of healthy eating and good nutrition to aesthetic appeal: glowing skin, shiny hair, high energy.

2. Teachers could have students discuss the positive lifestyle approaches that make up the VITALITY message: *Enjoy eating well, being active and feeling good about yourself.*

Evaluate health benefits/risks associated with eating practices.

3. Students could survey the traditional foods of the local population, analyse the findings, publish and distribute them. They should comment on the contribution of local foods to healthy eating; identify local produce, wild game and berries that support healthy eating; and where appropriate, provide some suggestions for modification of eating practices and lifestyles choices.

Critically analyse the impact of eating practices on the prevention and/or development of chronic health conditions.

4. To have students gain an appreciation of the effects of eating breakfast, teachers could include breakfast eaters and non-breakfast eaters in the following activities:

A. i) For 2 days, students refrain from eating breakfast and keep a record of how they feel (energy level, attention span, etc.) at regular intervals throughout the day. They should also keep a record of any foods/snacks eaten up to the time of the first meal for the day.

ii) For the next 2 days, students eat predetermined breakfasts at specific times during the morning (before 1st class of the day or before 10:30 AM.) They keep a record of how they feel (energy level, attention span, etc.) at regular intervals throughout the day. They also record snacks.

B. Have students compare the differences they experienced as breakfast and non-breakfast eaters.

C. Discuss why breakfast is classed as the most important meal of the day.

Teaching Notes and Resources**Suggestions for Assessment**

Canada's Food Guide to Healthy Eating, *LIFECHOICES: Healthy & Well*, Student Resource, pp. 96-97 or see Health Canada Online: www.hc-sc.gc.ca/english/requested.html

For background information on the VITALITY concept, see Health Canada Online: <http://www.hc-sc.gc.ca/english/educators.htm>
LIFECHOICES: Healthy & Well, Teacher Resource, pp. 72-80, 82-86.

LIFECHOICES: Healthy & Well, Student Resource, pp. 5, 21, 51, 96-97.

Teachers could have students consider the Hot Fudge Muffin recipe (*LIFECHOICES: Healthy & Well*, Student Resource, pp. 53) with a glass of milk and fruit as the predetermined breakfast choice.

LIFECHOICES: Healthy & Well, Student Resource, pp. 42-43 and Teacher Resource, #1 and #2, p. 81.

1. Teachers could have students describe what is involved in healthy eating or eating well. They should include factors such as the environment, personal and social attitudes, and time.
2. Teachers could ask students to evaluate the health benefits associated with eating practices through case studies. They could discuss how the described eating behaviours may affect health and how the eating habits described in the case studies could be improved.
3. Students could suggest changes they can make in food choices and/or food preparation to reduce the consumption and use of fats, oils, salt and sugar.
4. Students could develop a personal eating plan for 3-7 days to reflect the recommendations of Canada's Food Guide to Healthy Eating. They should ensure the plan is well-balanced and nutritionally adequate.
5. Reflection/Self-assessment: Teachers could ask students to reflect on the following questions.
 - a) What changes can you make in your food choices to increase the variety of foods you eat?
 - b) What changes can you make in food choices to increase your intake of fiber-containing foods like fruits, vegetables and grain products?
6. Students could read and discuss the article "Food and Your Mood", *LIFECHOICES: Healthy & Well*, Student Resource.

FOOD AND WELL-BEING (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Teaching and Learning

Students will be expected to:

Identify and analyse the impacts of eating practices on personal well-being.	5. To illustrate the fat content of some common foods, teachers could have students collect fast food containers such as french fry containers, fried dessert boxes, and chip bags. Where nutritional information is provided, they should note the fat content in grams per serving, and measure this amount using solid vegetable shortening and place inside the food containers. Teachers should allow students to see the amount of fat they are consuming when choosing these products.
Critically analyse the contribution of healthy eating and good nutrition to aesthetic appeal: glowing skin, shiny hair, high energy.	6. Students could select various high-fat foods such as donuts, pizza, snack crackers, potato or corn chips, snack cakes, or brownies. Roll each in paper napkins, place in the bottom of a brown paper lunch bag and wrap the lunch bag tightly around the food product. Microwave briefly to warm the food, let it sit for 10 to 15 minutes, then unroll the lunch bag to observe the results. Students should identify alternate snack choices that are lower in fat content.
Evaluate health benefits/risks associated with eating practices.	7. Teachers could use the video (or a segment of it) from the <i>Newfoundland Heart Health Leadership</i> resource to illustrate how some Newfoundlanders and Labradorians have responded to the barriers to healthy living and made changes in their lifestyle. They should discuss the process of making changes and overcoming challenges. Teachers could ask students to consider whether any of these issues are relevant to their lifestyles.
Critically analyse the impact of eating practices on the prevention and/or development of chronic health conditions.	8. Students could carry out the following activity to illustrate the amount of fibre in white baker's bread: Remove the tie and repeatedly squeeze a loaf of inexpensive white bread in its original plastic bag until it is the size of a small orange or smaller. Place it into a yogurt or fruit cup container.
	9. Students could read the article "Dieting", <i>LIFECHOICES: Healthy & Well</i> , Student Resource. Teachers could ask students to reflect on why people diet, how successful dieting is, and the alternatives to dieting.

Teaching Notes and Resources**Suggestions for Assessment**

This technique is most effective when comparing it to the fat content of alternative healthier choices such as a baked potato with 1 butter pat, or a small hamburger compared to a double cheeseburger.

Canada's Food Guide to Healthy Eating,
LIFECHOICES: Healthy & Well, Student Resource,
pp. 96-97.

Newfoundland Heart Health Leadership Manual and
video

Note: This resource also addresses active living and
controlling substances.

Compare the fibre content of processed cereals such
as puffed wheat or rice crispies to all bran or other
high fibre cereals. Note: $\frac{1}{2}$ cup of high fibre cereal =
65 cups of low fibre, puffed cereal. If using cereals to
demonstrate this, use the leftover cereal to combine
with raisins, nuts and dried fruit as snack mixes to
carry on fitness walks.

LIFECHOICES: Healthy & Well, Student Resource,
pp. 50-51 and Teacher Resource, #5, p. 81.

FOOD, EATING, AND YOU

Specific Curriculum Outcomes

Suggestions for Teaching and Learning

Students will be expected to:

Analyse personal eating practices.

Identify challenges to healthy eating.

Evaluate the relationship between physical activity and dietary requirements.

Develop a personal eating plan which incorporates the recommendations of Canada's Food Guide to Healthy Eating and which takes into account cultural values and beliefs.

1. **Healthy Food Road Map:** Teachers could design a map or route for students to follow. At designated stops along the route, students are asked to make choices related to healthy eating. Each choice sends them in a specific direction. In order to reach the finish line, students make appropriate decisions along the route.

2. **Healthy Snacks for Seniors Project:** Students prepare and deliver nutritional snacks for seniors. Students may be able to obtain the assistance of a family studies class in the school. Note: When delivering the snacks, consider walking to the residences.

3. **Food Fact and Fallacy Stations:** Set up several activity stations around the gym. At each station, post a statement about nutrition, food and eating. Students visit each station, read the statement, decide whether it is a fact or a fallacy, then perform the physical activity for the station before moving to the next.

4. **Healthy Food Recipe Day:** Students bring a low fat or calorie-reduced recipe to class. If possible, prepare and sample selected recipes.

5. **Healthy Food Day:** On set days of the cycle, teachers could have all students bring in a healthy lunch or snack and explain to the class why it is healthy.

6. **Healthy Collage:** Using magazine or Internet images, students can work in pairs or small groups to compose a collage of either healthy or unhealthy foods. They present their collage to the class, another class in the school or a group in the community.

7. **Healthy Surprise Brown Bag Lunch:** Each student brings in a healthy brown bag lunch. They place all bags on a table and allow students to choose one. A pre-requisite to choosing a lunch bag can be the completion of a task. Each student chooses a lunch bag when his/her task is complete.

Teaching Notes and Resources

Canada's Food Guide to Healthy Eating,
LIFECHOICES: Healthy & Well, Student Resource,
pp. 96-97.

LIFECHOICES: Healthy & Well, Teacher Resource,
pp. 79-80, 82-86.

The healthy snacks for seniors could be adapted to a healthy meal for a kindergarten class or a local pre-school.

Sample statements:

1. Taking nutrition supplements will compensate for poor eating habits.
2. Starchy foods are an important part of a healthy diet.
3. The body's need for calcium decreases with age.

This could be done as a school-wide promotion of healthy eating by selling or giving away samples to students. The school could purchase supplies and sell the products, or students could bring ingredients from home.

Suggested Tasks: Students could engage in a physical activity, summarize an article, create a limerick related to healthy food choices, calculate the number of calories in a given menu or food item, suggest changes to a given lunch to make it more nutritious, or write a jingle about healthy eating.

Suggestions for Assessment

1. a) Students could examine the information on a food product label and make a short class presentation. Information may include: product name, brand, uses, nutritional content, advertisements, number and size of servings, and other products needed for preparation of the product.

b) Students could comment on the nutritional value of the food product.

Note: The above activity could be implemented by setting up stations displaying a variety of food products and having students move from one station to another recording the information requested for each product.

2. Working in small groups, students could identify cultural links between eating practices and spiritualism. They could research the eating habits and dietary laws of a country, and prepare a recipe from that country for the class.

3. **Eating Habit Diary:** Teachers could have students keep a log of the foods they or family members eat over a 1 or 2-week period. They should evaluate the choices and, where necessary, make suggestions for improvements.

FOOD, EATING, AND YOU (cont'd)

Specific Curriculum Outcomes (repeated)

Suggestions for Teaching and Learning

Students will be expected to:

Analyse personal eating practices.

Identify challenges to healthy eating.

Evaluate the relationship between physical activity and dietary requirements.

Develop a personal eating plan which incorporates the recommendations of Canada's Food Guide to Healthy Eating and which takes into account cultural values and beliefs.

8. Menu Planning: Students plan a 1-5 day set of menus for themselves, their family, a person who is pregnant, or a professional athlete such as a long distance runner or a weight lifter.

9. Cafeteria Evaluation: Teachers could have students evaluate the school cafeteria menu choices according to criteria developed by the class. If changes could be made, what suggestions or recommendations would they make?

10. In-School Supermarket: The teacher could divide the class into groups of 5-7 students, and give each group a supermarket bag containing a variety of empty food containers. The number of containers in each bag is the same. Each group acts as a relay team, with members travelling the length of the gym/room, to place a food container in the appropriate food group indicated at a station set up for that group. The food containers are to be distributed as quickly as possible. The placed containers should be checked and a small time penalty could be applied for those incorrectly placed. Keep a record of the time each group uses to place the food containers.

11. As a means of having students reflect on their personal eating practices, teachers could ask them to estimate serving sizes of foods they consume in a day.

12. Teachers could have each student develop and implement a personal plan for healthy eating. Each student would document and assess his/her progress. Plans would be revised and updated as deemed necessary by the student.

Teaching Notes and Resources

Suggestions for Assessment

LIFECHOICES: Healthy & Well, Student Resource, pp. 5, 21, 51, 96-7.

LIFECHOICES: Healthy & Well, Teacher Resource, # 5, p. 79.

Canada's Food Guide to Healthy Eating, *LIFECHOICES: Healthy & Well*, Student Resource, pp. 96-97.

"Handy Serving Sizer", *LIFECHOICES: Healthy & Well*, Student Resource, p. 45.

LIFECHOICES: Healthy & Well, Teacher Resource, #2, p. 79.

Background Information for Action Plans, *LIFECHOICE: Healthy & Well*, pp. 157-158, 163-165.

"Reflection/Self-assessment", Appendix 1, p. 98.

Notes: 1) Teachers should have students complete a "Personal Assessment (CLASS) Survey" before beginning an action plan. See Appendix 3, p. 102.

2) Teachers should have students factor in issues with time management as they develop action plans.

4. International Focus: In groups of 3-5, students select a country or region to research and prepare for presentation. In this Healthy Eating component, students will: 1) examine foods, eating habits and practices and 2) prepare a traditional recipe from the country or region.

Note: There is a similar activity with a global focus in each of the other components.

5. Teachers could evaluate student action plans for this component of the course.

Note: The plan will be re-assessed and revised throughout the year. The Action Plan will constitute one part of the student's Personal Strategic Health Plan.

6. Teachers could have students create a cartoon, a skit or collage related to personal eating practices.

7. Teachers could select articles related to this topic in which individuals have taken specific actions that impact on health. They could have students analyse these actions and comment on their effectiveness. Were the actions health enhancing? If not, what could have been done to make them so?

FOOD SECURITY**Specific Curriculum Outcomes****Suggestions for Teaching and Learning**

Students will be expected to:

Demonstrate an understanding of the factors underlying food sufficiency and their impact on healthy eating in self, family, and country.

Demonstrate an understanding of the factors affecting food security.

Identify the impact of eating practices on society and on the environment.

1. a) Teachers could have students define and discuss the differences between the terms undernutrition, malnutrition, hunger, and famine. Are these conditions common to all nations? To some more than others? What issues play a role in food sufficiency?

b) Students could discuss what government and non-governmental organizations are doing in an effort to assist with world hunger.

2. Teachers could have students research the community services that provide assistance for people in situations of poor economic conditions and food shortage.

3. Teachers could ask students for suggestions on how to solve world hunger. What actions would they suggest and how could they be carried out? What role can they play?

Teaching Notes and Resources**Suggestions for Assessment**

Note: Food security is defined as access by all people at all times to enough nutritionally adequate and food (quality, quantity and variety) for an active and healthy life.

Oxfam Canada: www.oxfam.ca

Canada's Action Plan for Food Security:
www.agr.gc.ca/misb/fsb/fsap/fsape

CGIAR (Consultative Group on International
Agricultural Research):
www.cgiar.org/whatis.htm

Feeding Minds, Fighting Hunger:
www.feedingminds.org

1. Students could choose one problem in society that contributes to the complex concept of widespread hunger or famine. They could describe it and suggest possible solutions.

2. Essay: The consequences of food insecurity in my community, Canada and the world.

TECHNOLOGY, THE MEDIA AND FOOD

Specific Curriculum Outcomes

Suggestions for Teaching and Learning

Students will be expected to:

Critically analyse the media's portrayal of food and of eating practices.

Critically analyse how technological innovation influences eating practices.

1. Teachers could have students keep a 1-week record of media images and presentations they see on healthy eating and active living. For TV ads, students should note the time of day they saw them and for magazines and newspapers, note the date and source. They should provide a copy or brief summary or description of the images and presentations and discuss their influence on healthy lifestyle choices.

2. Students could search for nutrition and healthy eating Internet websites. They would briefly describe the sites and recommend those they consider as good sources of information related to nutrition and healthy eating.

3. Students could debate or discuss: "Technology has contributed greatly to healthy eating".

4. Teachers could have students collect newspaper and magazine advertisements related to foods. They should discuss the kinds of advertising claims that are made with reference to food and food products. Are the claims fallacy or fact? Who is the target audience for each ad?

5. "What's the News": Teachers could have students collect and summarize recent newspaper or magazine articles about healthy eating. They should include the date, title, summary and opinion of the article. Each student would complete one or two summaries and present in a "What's the News" class.

Teaching Notes and Resources**Suggestions for Assessment**

LIFECHOICES: Healthy & Well, Teacher Resource, pp. 82-86.

LIFECHOICES: Healthy & Well, Teacher Resource, #9, p. 38.

See sample evaluation criteria for web site evaluation, p. 33.

1. Teachers could have students develop a plan for a media promotional campaign related to nutrition and healthy eating. What steps would they follow in its design? What factors are important to recognize in the design and implementation of such a campaign?
2. Teachers could have students create a brochure on guidelines for balancing the use of media and technology.
3. Students could debate: "Technology contributes to poor health in Western society".

LIFE CHOICES AND HEALTHY EATING

Specific Curriculum Outcomes

Suggestions for Teaching and Learning

Students will be expected to:

Identify careers related to food and eating.

Identify skills required in various sectors of the food industry.

1. Teachers could ask students to conduct a telephone or face-to-face interview with a professional in the field of nutrition. Based on the interview, students could write a brief essay or make a presentation on this career.
2. Teachers could have students investigate a variety of careers in which nutrition and/or food knowledge is a requirement and an asset. Some examples include chef, dietitian, baker, and food server.
3. Teachers could have students search the Internet for careers related to healthy eating, food, and nutrition. As students view these sites, they could make a list of career possibilities.
4. As a class, teachers could have students generate a list of jobs and occupations related to food and nutrition, then work in small groups to list characteristics and qualities of individuals in these jobs.

Teaching Notes and Resources**Suggestions for Assessment**

CHOICES (occupational exploration program)

Health and Wellness link, Canadian Living:
<http://www.canadianliving.com/health/index.asp>

Dietitians of Canada: www.dietitians.ca

LIFECHOICES: Healthy & Well, Teacher Resource,
#17, p. 24.

1. Students could describe some of the characteristics required for jobs in the food/nutrition field.

2. Teachers could have students research a food/nutrition-related career. What are the qualifications for this career? What personal qualities or characteristics would enhance chances of success in this career? Would they be interested in this job? Why?

