Food & Nutrition, grade 9/10 and 12 Curriculum Support Resource

This resource is intended to support teachers in teaching the healthy eating expectations in the HFN10/20 and HFA4U courses. Developed by Registered Dietitians throughout Ontario, it provides reliable and credible references/links to teach the various expectations related to healthy eating, food and nutrition.

LEARNING CHART TOPIC: RESEARCH & INQUIRY SKILLS

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<tr>
<th>Relevant Expectations</th>
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<tr>
<td>A1. Exploring: explore topics related to nutrition and health, and formulate questions to guide their research;</td>
<td>● Ministry of Education School Food and Beverage Policy – background information about the legislation/policy, tools and resources to support implementation <a href="http://www.edu.gov.on.ca/eng/healthyschools/policy.html">http://www.edu.gov.on.ca/eng/healthyschools/policy.html</a></td>
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<td>A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;</td>
<td>● Student Nutrition Program Nutrition Guidelines – guiding principles, nutrition tips and sample menus to support implementation <a href="http://www.children.gov.on.ca/htdocs/English/documents/studentnutrition/SNP-nutrition-guidelines-2016.pdf">http://www.children.gov.on.ca/htdocs/English/documents/studentnutrition/SNP-nutrition-guidelines-2016.pdf</a></td>
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<td>● Canadian Food Inspection Agency <a href="http://www.inspection.gc.ca/eng/1297964599443/1297965645317">http://www.inspection.gc.ca/eng/1297964599443/1297965645317</a></td>
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<td>● College of Dietitians of Ontario - video about how Registered Dietitians are regulated in Ontario <a href="https://www.youtube.com/watch?v=x_HLHDGEzOQ">https://www.youtube.com/watch?v=x_HLHDGEzOQ</a></td>
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# Suggested Activities

- Develop a survey to assess satisfaction with food/beverages sold in the cafeteria; or the social and physical atmosphere in the cafeteria (e.g. seating area, noise level, lighting, comfort level eating foods from their own cultures in the school cafeteria?)
- Develop a survey to assess how many students access the student nutrition program (i.e. breakfast and snack programs) in the school and what changes students would like to see. Students would need a general understanding of the Student Nutrition Programs structure in Ontario and refer to the Student Nutrition Program Nutrition Guidelines.
- Explore how many fast food outlets are within walking distance to the school.
- Explore how Canada monitors and measures food and nutrient consumption. Also find information on dietary reference intakes, food security, health and nutrition surveys, and nutrient values of foods.
- Choose a nutrition-related question (e.g. Is coconut oil better than other oils) and research the answer on the Unlock Food website (www.unlockfood.ca). Compare this answer with information from other websites. Is there a difference? Why is there a difference? How can you be confident that you are receiving accurate, reliable and credible information from websites when researching nutrition topics?

## LEARNING CHART TOPIC: NUTRITION AND HEALTH

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<td><strong>Canada’s Food Guide</strong></td>
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<tr>
<td>B3. Body Image and Attitudes about Food: demonstrate an understanding of factors that contribute to a positive body image and healthy attitudes about food.</td>
<td><strong>Food Portions Toolkit</strong> – includes tips, videos, articles and resources to manage food portions <a href="http://www.unlockfood.ca/en/FoodPortionsToolkit.aspx">http://www.unlockfood.ca/en/FoodPortionsToolkit.aspx</a></td>
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<tr>
<td><strong>HFA4U</strong></td>
<td><strong>eaTracker</strong> – online tool to check your food and activity choices, analyze your recipes and plan your meals (must be 14 years of age and older) <a href="https://www.eatracker.ca/">https://www.eatracker.ca/</a></td>
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<td>B1. Nutrients: demonstrate an understanding of nutrients and their connection to physical health;</td>
<td><strong>My Menu Planner</strong> – online tool creates personalized menu plan based on individual goals <a href="http://www.unlockfood.ca/en/MenuPlanner.aspx">http://www.unlockfood.ca/en/MenuPlanner.aspx</a></td>
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<td>B2. Food Guides: demonstrate an understanding of Canada’s Food Guide and its role in promoting physical health;</td>
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<td>B3. Energy Balance: demonstrate an understanding of the</td>
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B4. Nutritional Status: demonstrate an understanding of their nutrient intake and of factors that affect the nutritional status of individuals and groups.

- **Healthy snacks**

- **Eating Fat makes you Fat CBC idea debunked** - dietitian

- **Canadian Nutrient File**

- **Nutrient Values of Some Common Foods**

- **Dietary Reference Intakes**

- **Dove Self-Esteem project**

- **Dove Confident Me: Five Session program (ages 10-16)**

- **NEDIC Beyond Images lesson plans**

- **Public Health Agency of Canada**

- **Weight Bias at Home and School**
  [https://www.youtube.com/watch?v=BxzejNE0RT8&feature=player_embedded](https://www.youtube.com/watch?v=BxzejNE0RT8&feature=player_embedded)

- **Obesity Network**
  [http://www.obesitynetwork.ca/](http://www.obesitynetwork.ca/)

The Canadian Obesity Network (CON) is Canada’s largest obesity association, made
Suggested Activities

- Review food labels used in the cafeteria and those offered in the Student Nutrition Programs compared to the School Food and Beverage policy standards and Student Nutrition Program nutrition guidelines.
- Analyze a recipe and modify it as necessary to reflect specific recommendations in Canada’s Food Guide (consider linking this to the School Food and Beverage Policy standards)

**LEARNING CHART TOPIC: FOOD CHOICES**

### Relevant Expectations

**HFN20**

- **C1. Food Needs:** demonstrate an understanding of factors affecting people's food needs and of ways of meeting those needs;
- **C2. Influences on Food Choices:** demonstrate an understanding of various factors that influence food choices;
- **C3. Media, Advertising, and Food:** demonstrate an understanding of how media and advertising messages affect food choices.

### Teacher Background information and Links for Students

- **Unlock Food – Budget Friendly Information Tips and Recipes**

- **Media Smarts** – Canada’s Centre for Digital and Media Literacy covering a variety of health in the media (e.g. body image, social media, food marketing and etc.) and how do the media construct our perceptions of healthy and attractive bodies?

- **Berkeley Media Studies Group (BMSG) - food and beverage news monitoring newsletter**
  [http://campaign.r20.constantcontact.com/render?m=1114978407061&ca=3093b70c-b097-48b6-921a-12712321bc1e](http://campaign.r20.constantcontact.com/render?m=1114978407061&ca=3093b70c-b097-48b6-921a-12712321bc1e)

- **Stop Marketing to Kids**
  [http://stopmarketingtokids.ca/](http://stopmarketingtokids.ca/)
Suggested Activities

- Consider how this class could contribute to marketing and advertising the healthier cafeteria food
- Teacher/students register to receive BMSG food and beverage newsletter and have weekly discussions about food and beverage news topics of interest.
- Consider the Social Determinants of Health and how the determinants impact food choices for various members of our society
- Consider some of the controversial nutrition topics highlighted in the media and have students debate the pros and cons (e.g. Weighty Matters [http://www.weightymatters.ca/](http://www.weightymatters.ca/))

**LEARNING CHART TOPIC: EATING PATTERNS AND TRENDS**

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<td>C3. Trends and Patterns in Food and Nutrition: demonstrate an understanding of current Canadian trends and patterns in nutritional guidelines and in food production and consumption.</td>
<td><strong>What's the Best Diet? Healthy Eating 101</strong> <a href="https://www.youtube.com/watch?v=fqhYBTg73fw">https://www.youtube.com/watch?v=fqhYBTg73fw</a></td>
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Suggested Activities

- Students are provided with various nutrition related scenarios (or they can brainstorm their own scenarios of interest) and have to research strategies or considerations by calling/emailing local health unit:

  *Ensure students are accessing credible and reliable nutrition references by having them look for the credentials ‘RD’(Registered Dietitian) after the author’s name.*

  - My mom gets B12 shots. What are these for and do I need to be worried about B12 deficiency? Why do you get a shot and what can I eat instead?
  - My doctor says I have Iron deficiency anemia. What foods can I eat to increase my iron?
  - My grandma was diagnosed with osteoporosis. What can I eat to make sure I don’t get that?
  - I’m lactose intolerant. How do I get enough calcium? Do I need to worry breaking my bones?
  - I want to be vegetarian. What can I eat to make sure I’m getting enough protein?
  - I’ve heard that coconut oil is good for you. Is it better than olive oil?
  - My school is nut free. How do I get enough protein if I’m vegetarian?
  - Is chocolate milk a good recovery drink for after exercise?
  - I heard that soy isn’t good for you. Should I be avoiding it? Does that include soy lecithin too?

- Consider discussing how the food offered in the school environment can have an impact on their health – cafeteria, vending machines, celebrations, Student Nutrition Program, classroom rewards with food, etc.
- Compare Canada’s Food Guide to recommendations/guides from other countries

**LEARNING CHART TOPIC: LOCAL & GLOBAL FOOD ISSUES**

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<td><strong>D2. Food and Environmental Responsibility: demonstrate an understanding of how various food purchasing choices and food-preparation practices affect the environment;</strong></td>
<td>PROOF Research to identify policy options to reduce food insecurity <a href="http://nutritionalsciences.lamp.utoronto.ca/food-insecurity/">http://nutritionalsciences.lamp.utoronto.ca/food-insecurity/</a></td>
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Suggested Activities

Assess programs and practices that reduce the impact of food production and consumption on the environment – consider the practices used within the school environment and cafeteria practices; is there an eco-schools team in the school?

- What does it mean to buy-local? Why would someone choose to do this?
- How can I eat healthy on a budget?

Have the class walk through the activity - Make the Month

- Make the Month is an interactive digital poverty simulation that enables Canadians to experience living in poverty and face decisions that will either make or break the month.

**LEARNING CHART TOPIC: FOOD PREPARATION SKILLS**

### Relevant Expectations

**HFN20 / HFA4U**

- **E1. Kitchen Safety**: demonstrate an understanding of practices that ensure or enhance kitchen safety;
- **E2. Food Safety**: demonstrate an understanding of practices that ensure or enhance food safety;
- **E3. Food Preparation**: demonstrate skills needed in food preparation;

### Teacher Background information and Links for Students

**Be Food Safe - Canadian Partnership for Consumer Food Safety Education**

[http://befoodsafe.ca/](http://befoodsafe.ca/)

**Food Safety and You**

### Suggested Activities

- Identify various sources of recipes - consider apps and making a video recipe. Consider various target audiences and which sources would be most appropriate for various reasons.
- Research in pairs or small groups how to cut up a particular vegetable or fruit effectively and safely (i.e. onions, mango, pepper, cauliflower). Demonstrate to the class techniques learned and relevant kitchen safety considerations.
- Offer a Chopped Canada competition in the classroom, where students are given a box of various food items and have to prepare a healthy meal (include 4 food groups, emphasize fruit and vegetables, whole grains, etc.). Consider improvisation skills and whether students are able to prepare a meal without a recipe using ingredients on hand.
- Consider how to make fruit and vegetables fun. Prepare a creative, themed vegetable or fruit tray. Check out Pinterest for some ideas [https://www.pinterest.com/brightbitesca/celebrations/](https://www.pinterest.com/brightbitesca/celebrations/)
- Prepare various smoothie recipes. Compare the energy and nutrients in various recipes.
• Prepare overnight oatmeal recipes. Consider how to modify the recipe and improvise with what you have on hand. Have the students prepare a survey that students can use to collect feedback from peers about the recipe - Did you like it? Was it easy to make? Would you make it at home? etc.

• Consider supporting the cafeteria with developing recipes (smoothies, soup, salads, egg, etc.) making sure they meet the school food and beverage criteria and marketing them as per the curriculum documents.

• Consider what skills will be needed to eat a healthy diet and make balanced meal choices when graduate high school and go to college/University?