

Influences on Food Choices: “Three Days in the Life of Jesse”

The Task

The task required students to analyse a case study using *Canada’s Food Guide to Healthy Eating*. The case study described the food eaten over a three-day period by a teenager named Jesse. Using the knowledge gained from their analysis, students were asked to:

- compare Jesse’s food intake over the three days with the dietary standards recommended by *Canada’s Food Guide to Healthy Eating*, using three Food Intake Worksheets and a Summary Food Intake/Influence Analysis Worksheet;
- produce a logical, clear, and complete article for a teen magazine, suggesting and explaining appropriate changes to Jesse’s food intake and recognizing the influences of family, peers, and the media on his food choices;
- create a nutritionally sound one-day food plan for Jesse, in menu format, including breakfast, lunch, dinner, and snack. The food plan had to suit Jesse’s lifestyle during a school day.

Copies of the case study, the Food Intake Worksheets, and the Food Intake/Influence Analysis Worksheet are included in the Teacher Package reproduced on pages 34–38.

The final products of this task were the magazine article and the one-day food plan.

Expectations

This task gave students the opportunity to demonstrate achievement of the following selected expectations from three strands: Self and Others, Personal and Social Responsibilities, and Social Science Skills.

Students will:

1. explain how families, peers, and the media influence an individual’s food choices and habits;
2. use appropriate food guides or other materials to plan nutritionally adequate meals in a group setting;
3. correctly use food and nutrition terminology (e.g., *nutrients, food security, vegetarian, food additives*);
4. organize, interpret, and communicate the results of their inquiries, using a variety of methods (e.g., graphs, diagrams, oral presentations, newspaper articles, hypermedia presentations, videos).

Prior Knowledge and Skills

To complete this task, students were expected to have the following knowledge and skills:

- the ability to apply *Canada's Food Guide to Healthy Eating*;
- menu planning skills;
- critical thinking skills;
- English writing skills;
- social science research skills.

For information on the process used to prepare students for the task and on the materials and resources required, see the Teacher Package reproduced on pages 34–38 of this document.

Task Rubric – Influences on Food Choices: “Three Days in the Life of Jesse”

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding					
The student:					
1, 3	– demonstrates knowledge of factors influencing food choice (i.e., gives examples of family, peer, and media influences)	– demonstrates limited knowledge by giving few examples of the three factors	– demonstrates some knowledge by giving some examples of the three factors	– demonstrates considerable knowledge by giving numerous examples, and attempts to show how the three factors interrelate	– demonstrates thorough knowledge by giving extensive examples that clarify the interrelationships of the three factors
Thinking/Inquiry					
The student:					
2, 3	– analyses food intake using the areas in <i>Canada’s Food Guide to Healthy Eating</i> (e.g., number of servings, food groups, variety)	– analyses food intake with limited effectiveness	– analyses food intake with some effectiveness	– analyses food intake with considerable effectiveness	– analyses food intake with a high degree of effectiveness
Communication					
The student:					
1, 2, 3, 4	– communicates information and ideas clearly – uses language appropriate to a teen audience accurately and effectively – uses a menu format	– communicates information and ideas with limited clarity – uses language with limited accuracy and effectiveness – demonstrates limited command of the menu format	– communicates information and ideas with some clarity – uses language with some accuracy and effectiveness – demonstrates some command of the menu format	– communicates information and ideas with considerable clarity – uses language with considerable accuracy and effectiveness – demonstrates considerable command of the menu format	– communicates information and ideas with a high degree of clarity – uses language with a high degree of accuracy and effectiveness – demonstrates extensive command of the menu format

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
Application					
The student:					
1, 2, 3, 4	<ul style="list-style-type: none"> - makes connections to the three factors in explaining areas for improvement - recommends changes to Jesse's food intake - reflects family, peer, and media influences - creates a one-day menu that meets Jesse's nutritional and lifestyle needs 	<ul style="list-style-type: none"> - makes connections with limited effectiveness - recommends changes limited in specificity - reflects the three influences in slightly realistic terms - creates a menu that meets Jesse's needs to a limited degree 	<ul style="list-style-type: none"> - makes connections with some effectiveness - recommends changes with some specificity - reflects the three influences in somewhat realistic terms - creates a menu that meets Jesse's needs to some degree 	<ul style="list-style-type: none"> - makes connections with considerable effectiveness - recommends changes with considerable specificity - reflects the three influences in generally realistic terms - creates a menu that meets Jesse's needs to a considerable degree 	<ul style="list-style-type: none"> - makes connections with a high degree of effectiveness - recommends changes with a high degree of specificity - reflects the three influences in very realistic terms - creates a menu that meets Jesse's needs to a high degree

* The expectations that correspond to the numbers given in this chart are listed on page 12.

Note: A student whose overall achievement at the end of a course is below level 1 (that is, below 50%) will not obtain a credit for the course.