

Teacher Package

Social Sciences and the Humanities Exemplar Task Grade 9 or 10 Food and Nutrition, Open

Teacher Package

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

Time Requirements: 4 periods of 70 minutes each

Description of the Task*

Students will analyse the responsibilities involved in maintaining nutritional health and well-being by identifying the various reasons for the food choices made by Jesse, the subject of a case study. They will effectively communicate the results of their analysis in the form of an advice article for a teen magazine, and produce a nutritionally sound food plan for one day.

Final Products

Students are expected to:

- write an advice article for a teen magazine that:
 - gives examples of the three factors (family, peers, media) influencing Jesse’s food choices;
 - suggests specific improvements Jesse could make to his diet, making connections between the improvements and the three factors that influence Jesse’s food choices;
 - uses language conventions (e.g., spelling, grammar, sentence structure, punctuation) accurately;
- produce a creative one-day food plan that meets Jesse’s nutritional and lifestyle needs, using the correct menu format.

Assessment and Evaluation

Before students begin to work on their final products, check to ensure that they have completed the following items:

- their three-day Food Intake Worksheets for Jesse, using *Canada’s Food Guide to Healthy Eating*;
- their Food Intake/Influence Analysis Worksheet;
- the draft copy of their article for a teen magazine.

A task-specific rubric** will be used to assess the final products.

* This task is based on Unit 3, “Nutrition, Health, and Well-Being”, in the course profile for Food and Nutrition, Grade 9 or 10, Open (Public).

Expectations Addressed in the Exemplar Task

Students will:

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

Teacher Instructions

Prior Knowledge and Skills Required

To complete this task, students should 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.

Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of this performance task. You may wish to review the relevant course profile for specific suggestions of accommodations that are appropriate for students in special education programs.

Materials and Resources Required

- Canada’s Food Guide to Healthy Eating*
- Myrtle Seibert and Evelyn Kerr, *Food for Life* (Toronto: McGraw Hill Ryerson, 1994), Chapter 1

Preparation

- Ensure that all students have access to a copy of *Canada’s Food Guide to Healthy Eating*, which includes examples of appropriate serving sizes.
- Refer students to the completed teacher’s copy of Food Intake Worksheets (included in this package) for accurate servings/food group. You may make overheads of these sheets for use in class discussions. Blank worksheets are to be distributed to students.
- Inform students that it is recognized that there are far more influences (e.g., time, money, energy) on food choices than the three indicated in the task, but that this task addresses a specific expectation that focuses on the influences of family, peers, and media.

Rubric

Introduce the task-specific rubric to the students at least one day before administering the task. Review the rubric with the students and ensure that each student understands the criteria and the descriptions for achievement at each level.

Some students may perform below level 1. It is important that you note the characteristics of their work in relation to the criteria in the assessment rubric and provide feedback to help them improve.

Task Instructions**DAY 1: Review of Canada's Food Guide to Healthy Eating, and introduction and reading of case study (70 minutes)**

1. Review the classification of foods and serving recommendations for teenagers outlined in *Canada's Food Guide to Healthy Eating*. Ask students to check the guide for specific food items. Specific foods could include:
 - doughnuts, pop, steak, yogurt, bagels, gelatin dessert, peaches, mangoes, chickpeas, sunflower seeds.
2. Lead a class discussion on the following topics:
 - what is meant by "individual food choices and food habits", giving examples;
 - ways in which family, peers, and media influence an individual's food choices and habits, citing specific foods.
3. Instruct the students to read the case study and to begin, working independently, to fill in the three-day Food Intake Worksheets.

DAY 2: Completion of three-day Food Intake Worksheets, introduction to rubric, and commencement of work on Food Intake/Influence Analysis Worksheet (70 minutes)

1. Instruct students to complete the three-day Food Intake Worksheets independently, following the instructions at the top of the pages.
2. Lead the class in discussing the entries on the completed three-day Food Intake Worksheets. Refer to the teacher's copy of the Food Intake Worksheets (included in this package) for accurate servings/food groups. (Overheads may be used.) Check student work for completion.
3. Review the rubric with the students and ensure that each student understands the criteria and the descriptions for achievement at each level.
4. Instruct students to begin working independently on the Food Intake/Influence Analysis Worksheet.

DAYS 3 and 4: Completion of Food Intake/Influence Analysis Worksheet and exemplar task (140 minutes)

1. Instruct students to complete the Food Intake/Influence Analysis Worksheet. Check students' work for completion.
2. Explain the exemplar task as follows:
 - Advice article for teen magazine:
 - Students, working independently and using their Food Intake/Influence Analysis Worksheets, will each write an article for a teen magazine about Jesse's food choices and influences.
 - Each student will suggest and explain appropriate changes to Jesse's food intake, recognizing the influences of Jesse's family and peers and the media. They will set up the first draft of the article with an introduction, a body, and a conclusion. Students will share their drafts with a partner and suggest improvements to each other, using the rubric as a guide. Students will check the draft copy of their articles for completeness.
 - Since the article will be published in a teen magazine, students must present it in a manner that will appeal to that audience.
 - Students will prepare the final copy of the article.
 - One-day food plan:
 - Students, working independently, will develop a creative, nutritionally sound, one-day food plan for Jesse, suited to his lifestyle on a school day.
 - Students will prepare the food plan in proper menu form.

Three Days in the Life of Jesse – Case Study

Jesse jumped out of bed, realizing he was late for school again. He grabbed a cherry Danish and an orange drink before he ran out the door. He felt extremely hungry during English class, so his friend Rashid passed him two chocolate chip cookies. Lunch did not come soon enough for Jesse and his group of friends.

Jesse got in the cafeteria line along with his pals. They usually had the regular lunch combo of a plain hamburger on a bun, French fries with gravy, and a cola. After school, the same group ran to the local corner store where they grabbed a bag of chips and a container of chocolate milk before they went to play basketball for a few hours.

On the way home, the group was enticed by the smell of fried chicken. The five decided to pool their money and split a 20-piece bucket of chicken, an extra-large order of fries with gravy, and several cans of orange pop.

Later that evening, Jesse was trying to focus on homework while watching television. He felt hungry, and he satisfied his cravings with a large bowl of sugar-coated, fruit-flavoured cereal and milk.

The following morning was a replay of the day before. Jesse ran into his local fast-food restaurant for a breakfast of chocolate milk and a hot apple turnover. Before class, he and Rashid shared a bag of gummy bears to give them an energy kick-start before math class. By lunchtime they were starving. Jesse and his friends devoured their lunches, a new combo: personal-size pepperoni pizza, French fries with gravy. Jesse had a juice box of pure apple juice that he had brought from home. After school, before going to their pick-up hockey game, they again stopped at the corner store for a cola and a bag of popcorn.

Jesse's mom had reminded him in the morning to come home for dinner right after hockey. He arrived just in time to eat a plate of three pork chops, mashed potatoes with gravy, and corn niblets. He refused to eat the fresh salad his mother had prepared.

Later that evening at the local movie theatre, Jesse and his friends had a hard time selecting their snacks because of all the food posters displayed at the counter. Jesse finally decided on an extra-large popcorn with buttered topping, a large cola, and a chocolate bar.

On Saturday morning, he woke up late with a stomach ache, so he decided to watch cartoons for a while. Soon his belly began to rumble from hunger. Craving the cereal from a commercial that he had just seen, he loaded up a mixing bowl with sugar-coated alphabet cereal and poured a litre carton of chocolate milk over the top. His mom came home from grocery shopping and made him a snack of two

grilled cheese sandwiches. He asked her to use his favourite cheese slices and white bread. His mother hesitated at first, but finally gave in to his request.

Jesse's parents went out that night, so he prepared his own dinner. Mmm, yummy! Two whole packages of macaroni-and-cheese mix and a bottle of grape drink. He read the box, and couldn't believe that it suggested each package contained four servings. He finished his meal in front of the television at 10 o'clock, and he went to bed an hour later.

Food Intake Worksheets: Teacher's Copies

After reading the case study about Jesse, list below all the foods he ate and drank each day. For each food item, check off (✓) the appropriate food group. Be sure to total the number of foods eaten from each food group at the bottom of the page.

Thursday

Canada's Food Guide to Healthy Eating
Servings/food group

FOOD EATEN For each food, start on a new line.	Grain Products	Vegetables and Fruit	Milk Products	Meat and Alternatives	Other Foods	Indicate the influences on these food choices by indicating: Family, Peer, Media
1 cherry Danish					2	Family
250 ml orange drink					1	Family
2 medium-sized chocolate chip cookies					2	Peer
1 plain hamburger on a bun	2			1		Peer
250 ml french fries with gravy		1			1	Peer
1 can cola drink					1	Peer
85 g bag of chips					1	Peer
250 ml chocolate milk			1			Peer
4 pieces fried chicken				4		Peer
250 ml French fries with gravy		1			1	Peer
1 can orange pop					1	Peer
30 g sugar-coated cereal	1					Media
250 ml milk			1			Media
Food Group Totals:	3	2	2	5	10	
<i>Canada's Food Guide to Healthy Eating</i> minimum requirements	5	5	3	2		
Difference:	-2	-3	-1	+3	10	

7

Food Intake Worksheets: Teacher's Copies (continued)

Friday

Canada's Food Guide to Healthy Eating
Servings/food group

FOOD EATEN For each food, start on a new line.	Grain Products	Vegetables and Fruit	Milk Products	Meat and Alternatives	Other Foods	Indicate the influences on these food choices by indicating: Family, Peer, Media
250 ml chocolate milk			1			Media
1 apple turnover					2	Media
20 gummy bears					1	Peer
15-20 cm personal pepperoni pizza	2	.5	1	.5		Peer
1 serving French fries with gravy		1			1	Peer
250 ml pure apple juice		2				Family
1 can cola					1	Peer
100 g bag of popcorn	1					Peer
3 pork chops				3		Family
125 ml mashed potatoes with gravy		1			1	Family
125 ml canned corn niblets		1				Family
675 ml large cola					2	Peer/Media
200 g extra large bag of popcorn with butter	2				1	Peer/Media
50 g chocolate bar					1	Peer/Media
Food Group Totals:	5	5.5	2	3.5	10	
<i>Canada's Food Guide to Healthy Eating</i> minimum requirements:	5	5	3	2		
Difference:	0	+5	-1	+1.5	10	

8

Food Intake Worksheets: Teacher's Copies (continued)

Saturday

Canada's Food Guide to Healthy Eating
Servings/food group

FOOD EATEN For each food, start on a new line.	Grain Products	Vegetables and Fruit	Milk Products	Meat and Alternatives	Other Foods	Indicate the influences on these food choices by indicating: Family, Peer, Media
120 g sugar-coated cereal	4					Media
1000 ml milk			4			Media
2 grilled cheese sandwiches (4 slices of bread)	4		1		1	Family
1500 ml macaroni-and-cheese mix (2 boxes)	8		2			Family/Media
250 ml grape drink					1	Family
Food Group Totals:	16	0	7	0	2	
<i>Canada's Food Guide to Healthy Eating</i> minimum requirements:	5	5	3	2		
Difference:	+11	-5	+4	-2	2	

Food Intake/Influence Analysis Worksheet: Teacher's Copy

After completing the Food Intake Worksheets for the 3 days, complete this summary sheet.

Compare, for each day, *Canada's Food Guide to Healthy Eating* requirements for all food groups to Jesse's food intake (e.g., Jesse is missing two servings of fruit and vegetables).

Provide specific examples of Jesse's food choices that were influenced by each of family, peer, or media for each day. (Check the rubric under KNOWLEDGE/UNDERSTANDING for details.)

Thursday food choices: Influences:	Recommendations:
Friday food choices: Influences:	Recommendations:
Saturday food choices: Influences:	Recommendations: