# **Food and Nutrition Level 2 Course Outline 1**

# Guide to aid teacher planning - designed to be printed or viewed in A3, Landscape.

## Purpose

This sample Course Outline has been produced to help teachers and schools understand how the Significant Learning from the Learning Matrix and Achievement Standards can be structured within a year-long teaching and learning programme.

|  |  |  |
| --- | --- | --- |
| **Significant Learning** | **Learning activities and assessment opportunities** | **Duration** Total of 32 weeks |
| Understand the relationship between food literacy and health and wellbeingApply an evidence-based approach towards food information and practicesDevelop a positive and health-enhancing approach towards foodIntegrate nutritional knowledge with food preparation skills by participating in food-related activitiesExplore the effects of food and nutrition on health and wellbeing at an individual, interpersonal, and whānau level | Kai ma te katoa, food for all. An introduction to the course and food literacy**Introduction to food literacy**Food literacy lies at the heart of Food and Nutrition. Food literacy encompasses a set of valuable knowledge, attributes, and life skills which support all dimensions of health and wellbeing. This knowledge and understanding provides ākonga with the ability to support making health-enhancing food choices. **The five aspects of food literacy are:** * understanding food and nutritional knowledge
* applying practical food skills to prepare health-enhancing meals
* taking an evidence-based approach towards food information
* understanding the factors that influence food choice
* appreciating and understanding the cultural importance of food.

In an Aotearoa New Zealand context, Māori and Pacific worldviews need to be considered and included in the learning of all five aspects of food literacy. When ākonga have all five aspects of food literacy in their kete, they will be equipped to navigate and participate in the food environment and make health-enhancing food choices to support the health and wellbeing of not only themselves, but that of their whānau and their community.**Focus:** How food literacy is demonstrated through practical food skills, and the relationships between health-enhancing food choices and hauora. This includes:  * planning and management – including food safety, safety in the kitchen, equipment, terminology, reading and adjusting recipes, ability to cook a meal from scratch
* selection of food, for example: using seasonal food, whole foods, minimising food waste
* preparation and cooking including basic skills, appropriate cooking methods, low fat, low sugar, low salt, high fibre
* service of food, including etiquette
* nutritional value of meals, for example portion sizes, healthy plate model, four food groups.

Opportunity for the assessment of **AS2.4 Explain relevant aspects of food literacy to support health-enhancing food choices.**Learning collated in a Learning Journal.  | 6 weeks  |
| Learn that a holistic understanding of our food environment requires the inclusion of diverse Māori and Pacific worldviews such as attitudes, values, beliefs, and perspectivesLearn about food as an expression of cultural identityExplore Māori and Pacific food-related cultural practicesExamine sustainability within the food environment using a kaitiakitanga perspectiveApply an evidence-based approach towards food information and practices | Tikanga me te tiri kai, culture and sharing food: Looking back to Look forwardApplication of above food literacy to a practical experience, including: * checking the food requirements of the manuhiri and tangata whenua
* relationships are solidified by manaakitanga, sharing, and belonging
* links to family and welcoming visitors to where they are
* relationship with food
* what it means in other cultures e.g., food served to visitors when they visit your home

 Use primary or secondary sources to research tikanga. Kaiako could contact a local kaumātua to speak to ākonga about kawa in their rohe. For example, how is a typical meal shared? * Kaitiakitanga practices, for example, only taking what you need and what is available to share
* Hauora
* Protocols of local food
* Manaakitanga.

A kaumātua could:* explain the cultural significance of food for tangata whenua
* share the events that food is prepared, cooked, and shared, and the reasons why
* share correct protocols to ensure correct tikanga for the local area.

Information of interest could be:* what foods are available locally today and what would have been available in the past? Has this changed over time, why?
* what traditional foods would have been traditionally preserved, in the past and, what is preserved today and why?
* how has the preservation of these foods changed from practices in the past to those in the present day?
* what are the attitudes and values that underpin preserving kai? Have these changed over time? What has influenced any changes?
* why are these practices of preserving kai important to the people involved? Has the importance changed over time? What has influenced any changes?
* what are the similarities and differences between preserving kai traditionally in the past, and contemporary practices today?

Opportunity for assessment of **AS 2.1 Explain attitudes and values that relate to cultural food practices**  Evidence of learning will be a portfolio as outlined in the Conditions of Assessment. For example: a video, annotated photographs, slide deck, creating a website, including images. Focusing on tikanga in relation to ngā waiaro, (attitudes) and ngā uara, (values) describing what they observed and were part of while kai was being preserved.Reflection through focus questions on attitudes, values, and beliefs, and how these enhance their wellbeing. Learning added to Food Literacy Journal.  | 6 weeks |
| Understand the relationship between food literacy and health and wellbeingApply an evidence-based approach towards food information and practicesDevelop a positive and health-enhancing approach towards foodIntegrate nutritional knowledge with food preparation skills by participating in food-related activitiesExplore the effects of food and nutrition on health and wellbeing at an individual, interpersonal, and whānau level. | Build on food literacy knowledge and understanding Revisit the five aspects of food literacy: * understanding food and nutritional knowledge
* applying practical food skills to prepare health-enhancing meals
* taking an evidence-based approach towards food information
* understanding the factors that influence food choice
* appreciating and understanding the cultural importance of food.

Consider each aspect and any required modifications for special dietary requirements, for example gluten free, dairy free or vegan.     Examples of focusing questions:  * What do you know now about coeliac disease/milk allergy/veganism?
* If your friend or whānau member told you they were becoming a vegan or diagnosed with coeliac disease or a cow’s milk protein allergy, what questions would you ask them?

Students develop questions (student agency) to investigate this topic, such as: * what would you need to know if they were coming to stay for the weekend – links to practical lessons.
* what would you want to make and how would you have to adapt the recipe, so it was safe or suitable but also appropriate for other people in their household – individual, interpersonal, whānau?
* what health-enhancing food choices would you need to make?
* how do these health-enhancing food choices relate to each other?
* how do these health-enhancing food choices support hauora?

Opportunity for the assessment of **AS 2.4 Explain relevant aspects of food literacy to support health-enhancing food choices**Learning collated in a Learning Journal. | 6 weeks  |
| Explore how health promotion actions can enhance mana and hauoraApply an evidence-based approach towards food information and practicesDevelop a positive and health-enhancing approach towards foodExplore the effects of food and nutrition on health and wellbeing at an individual, interpersonal, and whānau level. | Whakatairanga hauora, health promotionExplore the value of health promotion. * What is it and how important is it within Aotearoa New Zealand?
* Learn about the three health promotion models.
* Develop understanding about how to use these to analyse and discern the most appropriate model to effectively address current food related issues.

**Teaching activities:** Students investigate different health promotion strategies currently operating in Aotearoa New Zealand. Teachers and students work alongside one another to unpack the Health Promotion activity, for example:  [Ka Ora, Ka Ako | healthy school lunches programme – Education in New Zealand](https://www.education.govt.nz/our-work/overall-strategies-and-policies/wellbeing-in-education/free-and-healthy-school-lunches/)[5+aday](https://www.5aday.co.nz/)  [All about fresh New Zealand grown vegetables](https://www.vegetables.co.nz/)[Health Promotion Agency | New Zealand Government (www.govt.nz)](https://www.govt.nz/organisations/health-promotion-agency/) Students will compare the different health promotion initiatives and be able to describe and analyse the effectiveness of each type to a scenario or a target group. Preparing for a 60-minute Common Assessment Activity (CAA) where they will be given short answer questions and a resource booklet.Students will be able to critically evaluate health promoting strategies, challenge their effectiveness, and draw justified conclusions. Social, economic, and environmental factors will be considered. Opportunity for assessment of **AS 2.3 Explain the effectiveness of health promotion models to address a food-related issue** Learning collated in a Learning Journal. | 6 weeks  |
| Examine the relationship between equity and food and nutrition in relation to accessing nutritious, affordable and culturally important foodsExplore the influencers of food choice and eating patternsExplore how access to, and knowledge of food and nutrition can empower individuals and whānauExplore the effects of food and nutrition on health and wellbeing at an individual, interpersonal, and whānau level | He mana to te kai, food has power unto itself - What am I drinking exactly? Food is powerful, it is a source of nutrients and nourishment, but it can also be the source of social interactions.Through their learning students will: * Develop an understanding of the social determinants of health and the role they play in health outcomes for individuals and whānau.
* Develop an understanding of a food-related equity issue for example: food security, people's access to healthy nutrient-rich or culturally-relevant food.
* Use the lens of walking in another person's shoes.

 Explore consumption of sugar-sweetened beverages.Examples of focussing questions: * What do you know now about sugar-sweetened beverages?
* How would you explore reasons for consuming sugar sweetened beverages?
* What makes one group of people more likely than another to consume sugar-sweetened beverages?
* Are certain types of sugar-sweetened beverages more associated with one group or another?

Students develop questions (student agency) to investigate this topic, such as: * which group of people will you investigate? (Student agency)
* what key factors impact the consumption of sugar-sweetened drinks for this specific group?
* How are these key factors interconnected?
* is the consumption of sugar-sweetened beverages based on societal inequities?
* are the key factors and inequities interconnected?
* how could these inequities be addressed?

Opportunity for assessment of **AS 2.2 Explain the factors that contribute to food choice and equity in relation to a specific group** Evidence of learning will be a portfolio as outlined in the Conditions of Assessment. For example: a video, annotated photographs, slide deck, creating a website, including images. Learning added to Food Literacy Journal. | 6 weeks  |
|  | Where can I take Food and Nutrition? Food and Nutrition provides skills and knowledge that is far reaching, providing students with the ability to continue to use their knowledge and understanding beyond the classroom. Research project: Students work collaboratively to develop a presentation (slideshow, video, poster etc) that indicates the wide range of pathways available to students. Students choose to research and present information about such things as: * how their learning will impact themselves, their whānau, their community into the future
* future studies in Food and Nutrition related subjects – on the job training, apprenticeships, and tertiary
* Food and Nutrition related jobs and careers
* other pathways
* or a combination of any of the above.
 | 2 weeks This could be carried out at the end of the course or embedded earlier in the year.  |