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

# 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.

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| **Significant Learning** | **Learning activities and assessment opportunities** | **Duration**  Total of 32 weeks |
| Examine the relationship between equity and food and nutrition in relation to accessing nutritious, affordable and culturally important foods  Explore the influencers of food choice and eating patterns  Explore how access to, and knowledge of food and nutrition can empower individuals and whānau  Explore the effects of food and nutrition on health and wellbeing at an individual, interpersonal, and whānau level | Big Ideas Big underpinning idea - Attitudes and values  Explore why we eat what we eat:   * to what degree are individuals and whānau responsible for their food choices? Where does the power lie? * how do peoples’ attitudes and values influence food choices? * what is the relationship between food choice and hauora? * understand how food environments influence food choice and health? (Socio-ecological perspective) * are food choices—or a lack of food choices—an equity concern? If so, how? * how can we know whether a food environment is healthy? * how can food environments be improved?     **Activities** - Reflective journal, unpacking vocabulary, newspaper articles (to see there is a trend, how attitudes and values have changed), interviews, environment mapping.  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. | 6 weeks |
| Understand the relationship between food literacy and health and wellbeing  Apply an evidence-based approach towards food information and practices  Develop a positive and health-enhancing approach towards food  Integrate nutritional knowledge with food preparation skills by participating in food-related activities  Explore the effects of food and nutrition on health and wellbeing at an individual, interpersonal, and whānau level  Integrate nutritional knowledge with food preparation skills by participating in food-related activities | Kai and Culture Connect We all need nutrients, but the way people nourish their bodies can be very different.  Explore why we eat what we eat in relation to equity and the food environment.   * Develop an understanding of the social determinants of health and the role they play in health outcomes for individuals and whanau. * Why does food matter? Explore the relationship between food and the concepts of manaakitanga and whanaungatanga. * Why do people have such different attitudes, values, and practices for food? * Think about the food availability and social environments for different groups of people. For instance, how do differences in food access and social environment influence the food choices and nutrient intake of an urban Māori community, and a rural Māori community?   Students develop questions (student agency) to investigate this topic, such as:   * from a personal, interpersonal, and societal perspective, what are the key factors that contribute to Māori cultural food choices within an identified food environment? * what equity issues can make it challenging for Māori to access culturally important food within an identified food environment? * what key factors impact the access and consumption of Māori cultural foods? * how are these key factors interconnected? * is the access to Māori cultural foods based on societal inequities? * are the key factors and equity issues interconnected? * how could inequities be addressed?     Activities:   * nutrient activities * interviews * practical experiences to further develop understanding of the connection between Food and Nutritional Guidelines and other accepted models * micro- and macro-nutrients.   Evidence is collated from a variety of key learning activities throughout the topic. The teacher works with students to decide which pieces of work (snapshots) are the best fit to show understanding.      Opportunity for assessment of **AS 2.2 Explain the factors that contribute to food and nutritional equity**  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. | 7 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 perspectives  Learn about food as an expression of cultural identity  Explore Māori and Pacific food-related cultural practices  Examine sustainability within the food environment using a kaitiakitanga perspective  Apply an evidence-based approach towards food information and practices | Connection to LandFeeding a hungry community and leaving a lighter footprint for others to follow - sustainability  * How are attitudes and values connected to cultural food practices, related to wellbeing and the land? * Understand multiple ways in which food can be sourced such as:   + bartering   + growing   + foraging   + shopping from supermarket   + growing our own. * Understand attitudes, values, beliefs, and practices around acquiring food from different perspectives. For example, food giveaways. * Explore how practices have changed over time in relation to food waste and buying seasonally. * Understand the issues associated with different types of food systems affecting food quality and access to food, and the impact on wellbeing.     Develop understanding of such things as:   * hauora * rāhui, Tapu, Noa – protocols * kawa- rights and responsibilities around gathering food * kaitiakitanga * manaakitanga * maramataka calendar * seasonal calendar of when to plant.     Opportunity for assessment of **AS 2.1 Explain the attitudes and values that relate to a Māori or Pacific cultural food practice**  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. | 7 weeks |
| Explore how health promotion actions can enhance mana and hauora  Apply an evidence-based approach towards food information and practices  Develop a positive and health-enhancing approach towards food  Explore the effects of food and nutrition on health and wellbeing at an individual, interpersonal, and whānau level  Develop a positive and health-enhancing approach towards food | Dare to change – How can we make the healthy choice the easy choice for ourselves and others  * Explore health promotion models that can be applied to food contexts. * Explore health-enhancing strategies and evaluation benefits and limitations. * Understand that effective health promotion models will address relevant determinates of health & sustained change for the individual, whānau, and community. * Critically analyse a range of health promotion model strategies.     **Activities**   * Learn about the three Health Promotion Models. * Investigate culturally responsive health promotion and their effectiveness on wellbeing on socio-ecological perspective. * Use a tool like the Ultimate Cheat sheet for Thinking [critical thinking sheet (aals.org)](https://am.aals.org/wp-content/uploads/sites/4/2020/01/AM20LawMedicineHealthPovertyPierson-BrownGraphics.pdf) to unpack a range of health actions and their effectiveness on wellbeing from socio-ecological perspectives. * Develop understanding about how to use the health promotion models to identify the most effective to address a food related issue.   **Teaching activities:**   * Visit Health Promotion in their community to show how they are driving Health Promotion such as:   + food rescue   + social supermarket   + school lunches   + breakfast clubs   + garden to table   + community pantry. * Or watch a related video such as: * milk in schools * school lunches. * Research current health promotion models such as:   + regional newsletters (google health promotion newsletters)   + changes to 5+ a day   + where is the food pyramid?   + Where is heart tick?   + how helpful are the National Nutritional Guidelines?   + how easy is it to apply the plate model and the Healthy Heart model? * Investigate organisations that promote health such as:   + Heart Foundation   + Diabetes NZ   + Cancer Society   + Vegetables.co.nz   + Ministry of Health. * Identify aspects of how communities are empowered to support each other, such as, the Covid-19 pandemic response. * Understand the health promotion models and their characteristics – Making Meaning Making a Difference [Planning and teaching resources | Health & PE · TKI](https://hpe.tki.org.nz/planning-and-teaching-resources/) - Resource produced Ministry of Education     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 |
| Learn that a holistic understanding of our food environment requires the inclusion of diverse Māori and Pacific worldviews such as attitudes, values, beliefs, and perspectives  Learn about food as an expression of cultural identity  Apply an evidence-based approach towards food information and practices  Develop a positive and health-enhancing decision-making approach towards food  Integrate nutritional knowledge with food preparation skills by participating in food-related activities  Explore the influencers of food choice and eating patterns | Bringing it together ‘The practice and application of skills with food that a 21st Century food-literate person may display include critical thinking – being able to think wider and deeper about food and act on that knowledge’. Slatter, W. (2017)    Food literacy lies at the heart of Food and Nutrition. It encompasses a set of valuable knowledge, attributes, and life skills which supports all dimensions of health and wellbeing. 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.  **Activities**  The work related to this standard should naturally fall out of the learning completed throughout the year, such as through food practicals. Developing understanding about the Determinants of Health can also be woven through this unit.    As a stimulus to promote critical thinking, activities could include:   * learning about seasonal foods * how to reduce food costs, for example by comparing the price of in season and out of season produce * nutrient rich foods * comparing the nutrient value of fresh, frozen and canned produce * growing food compared to purchasing food * the cost of produce across a variety of retail outlets.   Opportunity for assessment of **AS 2.4 Explain aspects of food literacy to support health-enhancing food choices** | 6 weeks |