

## CTE CONTENT AREA: Family and Consumer Sciences

### CONTENT MODULE TITLE: Nutrition and Wellness

#### MODULE DESCRIPTION

This module introduces students to the ways food choices and eating patterns impact overall health. Through project based and/or culinary lab experiences, students will develop foundational skills for planning, selecting, purchasing, preparing, serving, and storing nutritious foods. Students will have the opportunity to explore a variety of career options related to nutrition and wellness and identify the knowledge, skills, education, and training necessary for success within these fields.

#### GUIDING QUESTION

What knowledge and skills are necessary to demonstrate introductory skills for planning, selecting, purchasing, preparing, serving, and storing nutritious foods?

#### MODULE CONTENT

##### Nutrition and Wellness

##### 1. Culinary Management

Students will

- a) Identify common kitchen tools and equipment and the uses for each
- b) Demonstrate safety and sanitation procedures when handling food and equipment
- c) Demonstrate accurate measuring of dry/solid, liquid, and small quantity ingredients
- d) Prepare a simple recipe
- e) Plan a nutritious meal
- f) Safely store food items
- g) Prepare and serve a simple meal
- h) Demonstrate appropriate table setting
- i) Practice food sharing behaviors that show consideration for other cultures and promote social acceptance

##### 2. Nutrition Across the Lifespan

Students will

- a) Identify nutrient groups, common sources of nutrients, and nutrient requirements across the lifespan
- b) Describe the relationship of nutrition and physical activity to the wellness of individuals and families
- c) Identify sources of authentic and credible dietary information
- d) Identify psychological influences on nutrition and food choice relating to diet

##### 3. Consumer Resources and Finance

Students will

- a) Create and organize a shopping list

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- b) Describe and demonstrate food purchasing strategies that maximize the benefits of the food budget
- c) Identify monetary influences on one's ability to select and purchase nutritious foods

#### 4. Career Pathways

Students will

- a) Investigate careers in nutrition, wellness, and culinary arts and identify the pathways to reach them
- b) Assess personal knowledge, skills, and interest in careers in nutrition, wellness, and culinary arts and evaluate personal suitability for these careers

## ILLUSTRATIVE ACTIVITIES by Theme Module

### Career and Community Opportunities

#### Public Health and Nutrition

Students research careers in public health and community nutrition to learn about nutrition programs designed to improve the health and wellness of people in various stages of the lifecycle. Students develop short food and nutrition learning activities to teach to preschool or elementary school students in the community to simulate work in a public health career.

### Communication

#### Food Allergy or Food Intolerance?

Students compare nutritional needs across different developmental stages and identify common dietary challenges for each stage. Students research the difference between food allergies and food intolerances. Students produce public service announcements designed to clarify misconceptions about the costs/benefits of dietary restrictions as responses to dietary challenges at particular developmental stages.

### Financial and Consumer Literacy

#### Comparison Shopping

Students create or collect a week's worth of lunch menus (such as school lunch menus) to use to conduct a comparison shopping activity. Discuss the features of grocery items, other than price, that are considerations in food purchasing decisions. Use store circulars or local store websites to compare the expense of preparing lunch menus with grocery items purchased from different vendors. Students determine which vendor would earn their business and justify their decisions to the class.

### Health, Safety, and Wellness

#### Food Tracking

Students will investigate electronic food tracking options. Have students keep a food log, either by hand or by using a food tracking application, for a designated amount of time. Students evaluate their eating patterns and suggest improvements to make their diets more personally healthful.

### Problem Solving and Innovation

#### Safety and Sanitation Contracts

Students research important aspects to include in classroom kitchen safety and sanitation

guidelines and apply a problem-solving strategy to develop a comprehensive "Kitchen Safety and Sanitation Contract" that is agreeable to all. Students create and share their own kitchen safety and sanitation memes to help the class learn and remember the classroom kitchen guidelines.

### **Sustainability**

#### **Composting**

Students build soda bottle bioreactors to compost wastes collected from classroom foods laboratories. Individuals or small groups of students compost different food scraps in their bioreactors to see what composts fastest. Investigate ways composting could be done on a larger scale, such as in the school cafeteria.

## **STANDARDS ADDRESSED**

### **New York State Career Development and Occupational Studies (CDOS) Standards Intermediate Level**

<http://www.p12.nysed.gov/cte>

#### **Standard 1: Career Development**

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

#### **Standard 2: Integrated Learning**

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

#### **Standard 3a: Universal Foundation Skills**

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace

### **NYS Learning Standards for Family and Consumer Sciences Intermediate Level**

<http://www.p12.nysed.gov/cte/>

#### **Standard 1: Personal Health and Fitness**

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health

#### **Standard 2: Safe and Healthy Environment**

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment

#### **Standard 3: Resource Management**

Students will understand and be able to manage their personal and community resources

### **Common Career Technical Core Standards**

<https://www.careertech.org/career-ready-practices>

#### **Career Ready Practices**

1. Act as a responsible and contributing citizen and employee

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2. Apply appropriate academic and technical skills
3. Attend to personal health and financial well-being
5. Consider the environmental, social and economic impacts of decisions
7. Employ valid and reliable research strategies
8. Utilize critical thinking to make sense of problems and persevere in solving them
10. Plan education and career paths aligned to personal goals
11. Use technology to enhance productivity
12. Work productively in teams while using cultural global competence

#### National Standards for Family and Consumer Sciences Education

<http://www.nasafacs.org/>

##### 14.1 Analyze factors that influence nutrition and wellness practices across the lifespan

- 14.1.1 Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness
- 14.1.2 Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices
- 14.1.3 Analyze the governmental, economic, and technological influences on food choices and practices
- 14.1.4 Analyze the effects of global and local events and conditions on food choices and practices
- 14.1.5 Analyze legislation and regulations related to nutrition and wellness

##### 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span

- 14.2.1 Analyze the effect of nutrients on health, appearance, and peak performance
- 14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span
- 14.2.3 Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness
- 14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness

##### 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span

- 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs
- 14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs
- 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods

##### 14.4 Evaluate factors that affect food safety from production through consumption

- 14.4.1 Analyze conditions and practices that promote safe food handling
- 14.4.2 Analyze safety and sanitation practices throughout the food chain
- 14.4.3 Analyze how changes in national and international food production and distribution systems influence the food supply
- 14.4.4 Analyze federal, state, and local inspection and labeling systems that protect the health of
- 14.4.5 Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families
- 14.4.6 Analyze public dialogue about food safety and sanitation

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- 14.5 Evaluate the influence of science and technology on food composition, safety, and other issues
- 14.5.1 Analyze how scientific and technical advances influence the nutrient content, availability, and safety of foods
  - 14.5.2 Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness
  - 14.5.3 Analyze the effects of technological advances on selection, preparation and home storage of food
  - 14.5.4 Analyze the effects of food science and technology on meeting nutritional needs

## RESOURCES

USDA Dietary Guidelines, Information and Resources

<https://www.choosemyplate.gov/>

This website provides resources, tips, and ideas that can help young people take charge and learn to make their own choices. Building healthy food and physical activity habits will help them now and as they enter adulthood.

USDA Center for Nutrition Policy and Promotion

<https://www.SuperTracker.usda.gov>.

Super Tracker is a comprehensive, state-of-the-art food and physical activity tracking tool available at <https://www.SuperTracker.usda.gov>. Based on the Dietary Guidelines for Americans, this tool is designed to assist students as they make lifestyle changes.

BAM! Body and Mind

<https://www.cdc.gov/bam/teachers/index.html>

This site provides nutritional advice and recommendations for students aged 9-13 years old as well as additional curriculum aids and resources for teachers.

Kids Health

<http://kidshealth.org/en/kids/labels.html>

Provides information, activities, and videos at an age appropriate level on how to use nutrition fact labels.

New York State Association of Family and Consumer Sciences Educators (NYS AFCSE)

<http://www.nysafcse.org/>

Family and Consumer Sciences education in New York state is delivered through a variety of courses designed to promote student attainment of the intermediate and commencement level New York State Learning Standards for Family and Consumer Sciences (FACS) and Career Development and Occupational Studies (CDOS). This professional organization hosts a website that includes "Curriculum" and a "Best Practices" tabs.

Career and Technical Education Technical Assistance Center of New York (CTE TAC)

<http://nyctecenter.org/>

The Career and Technical Education Technical Assistance Center (CTE TAC) operates under a state contract to assist the New York State Education Department (NYSED) in carrying out its mission of improving the quality, access, and delivery of career and technical education

through research-based methods and strategies resulting in broader CTE opportunities for all students.