

Agriculture in Education:
Exploring Critical Issues

Body Image & Food Choices: A Question of Influence

How do body image and media pressures affect food choices?



A Teaching and
Learning Resource
for Grades 7, 8 and 9
Health & Life Skills
2nd Edition

Body Image & Food Choices: A Question of Influence

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From billboards to public transit shelters to web banners we are constantly facing options to the food choices that we could or should be making. Power Foods for Power Athletes! Why Not to Diet – Take Our Expert Advice. Daily Body Boosts! Eating for Energy. Complex Carbs. No Fat! Low Fat! Mediterranean Diet.

Advice on what to eat and what not to eat is plentiful and can be conflicting. Some sources, such as Canada's Food Guide to Healthy Eating, are deemed reliable. Other sources may not be as reliable. Yet all reflect strong messages about what we should be eating. Who to believe becomes even more challenging when the science on which reliable advice is based can be constantly changing.

With teenagers' need to be accepted and yet find their own way, as well as pressures from friends, peer groups and family choices, the decisions of which foods to eat can be complex.

As a teacher, guiding students to an awareness of what is healthy, and assisting them in developing life skills for making healthy decisions, can prove to be a challenge.

*This resource attempts to share some understanding of trends, science and the ongoing public messaging to which we are all exposed. The **Alberta Canola Producers Commission** believes that this resource can be an important first step in helping teenagers start to sift through some of these messages and pressures. We hope that this resource provides information that is of benefit to you and to your students.*

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Every effort has been made to acknowledge sources used in this resource. If any have been inadvertently missed, please contact Patricia Shields-Ramsay at InPraxis Group Inc. at 866.925.7163. Corrections will be made in subsequent printings.

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INTRODUCTION & OVERVIEW

It can be challenging to work through the many messages that are out there today regarding food choices. These messages come from a variety of sources – family, peers, friends and the media. This resource explores influences on food choices that come from media messages, body image and peer pressures. Students examine personal food choices and develop strategies they can use to make healthy choices. They research the effects of making specific food choices through the context of healthy fats and fatty acid content in foods and expand personal understandings and attitudes toward good nutrition and healthy eating habits.

A Critical Issues Approach

Issues that are relevant and meaningful to students support a constructivist, inquiry-based approach to learning. Critical issues frame learning around key questions that pose problems that intrigue and interest students, and set a focus for motivated learning. Posed effectively, critical issues ask students to develop and apply critical thinking skills and look at multiple perspectives, consider alternatives, and recognize that challenges can often involve many different solutions.

This teaching and learning resource is developed around a critical issues approach and promotes inquiry-based learning and critical thinking. The exploration of issues is framed around inquiry questions that are relevant and meaningful to students, engage them in deliberative research and promote social participation skills.

Curriculum Support

This resource supports Alberta's **Grades 7, 8 and 9 Health and Life Skills** program of studies. It addresses concepts related to nutrition, healthy eating choices and positive life habits. This resource also develops processes and skills, including critical thinking and creative thinking, decision making and problem solving, research and information inquiry, oral, written and visual literacy. A curriculum correlation chart follows. Specific charts are provided with each lesson sequence in this resource, indicating curricular outcomes for each lesson sequence. There is one lesson sequence provided for each of the three grade levels targeted in this resource – these lesson sequences include activities that may take from **three to five 50-minute class periods, depending on activities selected.**

Body Image & Food Choices

Grades 7, 8 and 9 Health & Life Skills Curriculum Connections Summary

Critical Issues & Inquiries

How do body image and media pressures affect food choices?

Messages & Choices

What messages about foods most influence our choices?

Pressures & Strategies

How should food pressures be handled?

Images & Choices

How do images encourage or discourage healthy choices?

Health & Life Skills Learning Outcomes

- W-7.4** analyze the messages and approaches used by the media to promote certain body images and lifestyle choices
- W-7.5** relate the factors that influence individual food choices to nutritional needs of adolescents; *e.g., finances, media, peer pressure, hunger, body image, activity*
- W-8.4** develop personal strategies to deal with pressures to have a certain look/lifestyle; *e.g., accept individual look*
- W-8.5** evaluate personal food choices, and identify strategies to maintain optimal nutrition when eating away from home; *e.g., eating healthy fast foods*
- W-9.4** analyze and develop strategies to reduce the effects of stereotyping on body image; *e.g., health risks of altering natural body size/shape to meet media ideal*
- W-9.5** develop strategies that promote healthy nutritional choices for self and others; *e.g., adopt goals that reflect healthy eating, encourage the placement of nutritious food in vending machines*

THE CRITICAL ISSUE & INQUIRY PROCESS

How do body image and media pressures affect food choices?

Related Inquiries

Grade 7

In the Grade 7 lesson sequence, students examine food choices and influences. They explore how media can manipulate and promote specific body images and life choices. This lesson sequence encourages students to consider how media messages can affect them and the choices they make.

Grade 8

In the Grade 8 lesson sequence, students explore pressures teenagers may experience in making choices about looks and ways of life. Students examine personal food choices and strategies they can use when they are eating away from home. This lesson sequence provides students with the opportunity to explore fast food choices through a comparison between healthy fats and fatty acid content.

Grade 9

In the Grade 9 lesson sequence, students focus on stereotypes and messages that influence food choices. Students explore healthy nutritional choices and ways that healthy choices can be encouraged in school and community environments. This lesson sequence provides students with the opportunity to expand their personal understandings of good nutrition and healthy eating habits.

The Grade 9 Lesson sequence in this Critical Issues Guide can be integrated with the Critical Issues Guides on Consumerism & Quality of Life: Food & Fuel for Grade 9 Social Studies and Biotechnology & Biological Diversity: A Question of Balance for Grade 9 Science. Discuss the possibility of teaching integrated lessons with the Social Studies and Science teachers in your school.

The Process

This resource is structured around inquiry questions that form the basis for exploring the critical issue of the lesson sequence. Each inquiry question provides a focus for the lesson sequence and for deliberative research. Each lesson sequence also contains “I can...” statements that set a context for research, provide criteria for assessment and help students focus their learning. These statements can be shared with students at the beginning of each lesson sequence.

Each of the lesson sequences in this resource is structured around the following features:

- Each lesson sequence provides activities that introduce and explore topics in **three to five 50-minute** class periods. Choices can be made by both the teacher and students about the scope and extent of research and assignments associated with the lesson sequence. Depending on the time available, modify the number of class periods for the lesson sequence.
- Additional activity suggestions provide opportunities to extend the lesson sequence and further develop research and inquiry skills.
- An overview of instructional strategies is provided with each activity.
- Rubrics can be used to assess many of the products that students create in the lesson sequences. Sample rubrics and criteria statements are provided at the end of this section of the resource, as well as a template for creating customized rubrics.
- Student products may be displayed and shared with other classrooms and students, the school, parents and the community. If appropriate, discuss ways that projects may be completed in cross-curricular contexts with other subject area teachers.

Each lesson sequence is self-contained and provides the instructional process, activity ideas, Briefing Notes and other handouts. **Therefore, teachers should select those activities in the lesson sequences that they believe will be most effective in supporting their students’ learning in the Grades 7, 8 and 9 Health & Life Skills program.**

Briefing Notes

Each of the lesson sequences centres on a topic introduced through a Briefing Notes handout. Each Briefing Notes handout opens with *Predict* questions that emphasize critical thinking and connect to students’ prior knowledge, understandings, attitudes and assumptions.

The Briefing Notes also provide questions, activities and internet website links that encourage research and the exploration of multiple viewpoints and opinions on issues relating to agriculture, health and life skills.

The Briefing Notes format provides an opportunity for students to take on a variety of research roles. Each lesson sequence contributes to research that students gather to explore the critical issue. Students should be encouraged to revisit, discuss and reflect on the critical issue when the lesson sequences have been completed.

At a Glance

The following chart provides an overview of each lesson sequence, inquiry focus, instructional strategies, curriculum connections and assessment focus in this resource.

Lesson Sequence

Grade 7

Messages & Choices

In this Grade 7 lesson sequence, students examine food choices and influences. They explore how media can manipulate and promote specific body images and life choices. This lesson sequence encourages students to consider how media messages can affect them and the choices they make.

Inquiry Focus and Key Concepts

What messages about foods most influence our choices?

- Advertising
- Body image
- Habits
- Media
- Nutrition

Instructional Strategies

- KWHL Chart
- Journal Pages
- Public Service Announcement
- Times Change Timeline

Curriculum Connections

W-7.4 analyze the messages and approaches used by the media to promote certain body images and lifestyle choices

W-7.5 relate the factors that influence individual food choices to nutritional needs of adolescents; *e.g., finances, media, peer pressure, hunger, body image, activity*

Assessment Focus (I Can... Statements)

- **I can** describe some strategies that advertisers use to target teenagers and influence their food choices.
- **I can** identify and compare examples of images that the media presents and uses to influence life choices.
- **I can** identify the nutritional needs of my age group and describe what influences my choices.

Students should understand some strategies that advertisers use to sell products and influence consumer food choices. They should demonstrate the ability to critically analyze how media messages influence their own food choices. Students should understand their nutritional needs as adolescents and demonstrate the ability to make healthy food choice.

Lesson Sequence

Grade 8

Pressures & Strategies

In this Grade 8 lesson sequence, students explore pressures teenagers may experience in making choices about looks and ways of life. Students examine personal food choices and strategies they can use when they are eating away from home. This lesson sequence provides students with the opportunity to explore fast food choices through a comparison between healthy fats and fatty acid content.

Inquiry Focus and Key Concepts

How should food pressures be handled?

- Choices
- Eating habits
- Nutritional value
- Pressure

Instructional Strategies

- KWHL Chart
- Journal Pages
- Tri-fold Tip Sheet
- Games Construction

Curriculum Connections

W-8.4 develop personal strategies to deal with pressures to have a certain look/lifestyle; *e.g., accept individual look*

W-8.5 evaluate personal food choices, and identify strategies to maintain optimal nutrition when eating away from home; *e.g., eating healthy fast foods*

Assessment Focus (I Can... Statements)

- **I can** describe some strategies that I can use to deal with pressures to change my look, way of life and food choices.
- **I can** analyze the food choices that I make according to their nutritional value.
- **I can** evaluate the fast food choices that I make.

Students should understand choices they have to implement strategies for dealing with pressures. They should demonstrate an understanding of how they can apply these strategies in different settings.

Lesson Sequence

Grade 9

Images & Choices

In this Grade 9 lesson sequence, students focus on stereotypes and messages that influence food choices. Students explore healthy nutritional choices and ways that healthy choices can be encouraged in school and community environments. This lesson sequence provides students with the opportunity to expand their personal understandings of good nutrition and healthy eating habits.

Inquiry Focus and Key Concepts

How do images encourage or discourage healthy choices?

- Healthy habits
- Ideal
- Image
- Stereotypes

Instructional Strategies

- KWHL Chart
- Journal Pages
- Horseshoe Debate
- Future Autobiography

Curriculum Connections

W-9.4 analyze and develop strategies to reduce the effects of stereotyping on body image; e.g., *health risks of altering natural body size/shape to meet media ideal*

W-9.5 develop strategies that promote healthy nutritional choices for self and others; e.g., *adopt goals that reflect healthy eating, encourage the placement of nutritious food in vending machines*

Assessment Focus (I Can... Statements)

- **I can** identify stereotypes related to body image in different types of sources – media and community.
- **I can** describe and analyze what makes strategies for reducing the effects of stereotyping on body image effective.
- **I can** apply strategies for encouraging healthy eating choices to personal, school and community contexts.

Students should understand how body image stereotypes can affect eating habits and food choices. They should demonstrate an understanding of how personal food choices compare to others and how they can apply positive eating habits to broader contexts, such as school and community.

ASSESSMENT TOOLS

The assessment criteria statements that follow can be developed into rubrics and applied to many of the products that students develop in the activities in this resource. The criteria statements should be discussed, adapted and developed with students. A template is provided for the creation of customized rubrics.

VISUAL ORGANIZERS

Excellent 4	<ul style="list-style-type: none">• Demonstrates a thorough understanding of the topic, its relationships and related concepts and ideas• Provides descriptive labels and organizers; provides information that reflects the topic• Makes appropriate links• Uses the visual organizer to make connections and draw relationships
Proficient 3	<ul style="list-style-type: none">• Demonstrates an adequate understanding of the topic and concepts• Provides appropriate labels and organizers• Provides information that relates to the topic• Attempts to make links• Uses the visual organizer appropriately for topic and concepts
Acceptable 2	<ul style="list-style-type: none">• Identifies concepts and ideas that relate to the topic• Provides labels and organizers• Includes information that relates to the topic• Uses the format of the visual organizer
Limited 1	<ul style="list-style-type: none">• Provides limited information related to the topic• Uses parts of the visual organizer to present information

GROUP ACTIVITIES

Excellent 4	<ul style="list-style-type: none">• Demonstrates clear understanding of the group task and their individual contribution to the group• Listens to group members• Expresses original opinions and ideas• Contributes meaningful information and research• Works with the group to fulfill group responsibilities
Proficient 3	<ul style="list-style-type: none">• Articulates understanding of the group task and the role they play within the group• Listens to group members• Contributes ideas and information• Fulfills individual responsibilities for the group
Acceptable 2	<ul style="list-style-type: none">• Describes the group task• Describes individual role within the group setting• Listens to group members• Contributes information to group task
Limited 1	<ul style="list-style-type: none">• Describes individual role within the group setting• Listens to others in the group• Contributes limited ideas

RESEARCH

Excellent 4	<ul style="list-style-type: none">• Develops a strategy for conducting research• Develops and identifies research and inquiry questions• Analyzes and assesses sources of information selected for the research task• Records information using an appropriate format• Applies research to inquiry question• Makes effective use of research time
Proficient 3	<ul style="list-style-type: none">• Identifies a strategy for conducting research• Identifies research and inquiry questions• Selects and assesses sources of information• Records information using an appropriate format• Identifies links between research collected and inquiry question• Makes effective use of research time
Acceptable 2	<ul style="list-style-type: none">• Uses a previously identified strategy for conducting research• Records research and inquiry questions• Selects and reads sources of information• Records information using an appropriate format• Uses information from sources to answer inquiry questions
Limited 1	<ul style="list-style-type: none">• Selects and reads sources of information• Records identified research and inquiry questions• Records information using an identified format• Identifies information from sources that relates to inquiry questions

TIMELINES

Excellent 4	<ul style="list-style-type: none"> • Accurately labels and summarizes events in correct chronological sequence • Includes information, examples and details that are appropriate to time period and purpose of timeline • Makes insightful connections between dates and topics, events, people or concepts • Uses visuals to enhance and expand information
Proficient 3	<ul style="list-style-type: none"> • Identifies events in chronological sequence • Includes information and details appropriate to the time period and purpose of the timeline • Makes clear connections between dates and topics, events, people or concepts • Uses visuals to illustrate information
Acceptable 2	<ul style="list-style-type: none"> • Labels dates on timeline in chronological order • Labels main events on the timeline • Includes topics, events, people or concepts with dates on timeline • Uses visuals that support information
Limited 1	<ul style="list-style-type: none"> • Labels dates on timeline • Records information on the timeline

PROJECTS

Excellent 4	<ul style="list-style-type: none"> • Develops a project planning strategy and process • Identifies goals and purpose of project • Demonstrates understanding of topics and concepts represented in the project • Selects an appropriate method of constructing and creating project • Uses research and information gathered appropriately and effectively in the project • Demonstrates ability to summarize and synthesize information within the project • Displays learning with pride in final presentation of project
Proficient 3	<ul style="list-style-type: none"> • Identifies a project planning strategy and process • Identifies purpose of project • Selects information relating to topics and concepts under study for the project • Selects an appropriate method of constructing and creating the project • Uses research and information gathered appropriately and effectively in the project • Demonstrates ability to summarize information within the project • Displays learning appropriately in final presentation of project
Acceptable 2	<ul style="list-style-type: none"> • Uses a previously identified project planning strategy and process • Selects information relating to topics and concepts under study for the project • Selects a method for constructing and creating the project • Uses research and information gathered throughout the project • Displays learning adequately in final presentation of project
Limited 1	<ul style="list-style-type: none"> • Selects information relating to topics and concepts under study for the project • Constructs and creates the project using an identified approach • Uses information gathered for the project

RUBRIC

Excellent 4	
Proficient 3	
Acceptable 2	
Limited 1	
No work completed 0	

GRADE 7: MESSAGES & CHOICES

Overview

In this Grade 7 lesson sequence, students examine food choices and influences. They explore how media can manipulate and promote specific body images and life choices. This lesson sequence encourages students to consider how media messages can affect them and the choices they make.

Rationale

Students should understand some strategies that advertisers use to sell products and influence consumer food choices. They should demonstrate the ability to critically analyze how media messages influence their own food choices. Students should understand their nutritional needs as adolescents and demonstrate the ability to make healthy food choices.

Presenting students with “I can...” statements can help focus their learning and provide a context for assessment with this lesson sequence’s activities.

Inquiry

What messages about foods most influence our choices?

Key Concepts

Advertising Body image Habits Media Nutrition

Preparation

Suggested Time: 3 to 5 50-minute class periods

The following handouts, materials and resources are used in this lesson sequence:

- Handouts
 - Student Resource 7A: KWHL Chart
 - Briefing Notes 7B: Food Messaging
- Local media sources: newspapers and magazines (*Ask students to bring copies of current newspapers from home to establish a classroom collection.*)
- File folders
- Internet access and interactive whiteboard to display and share website links

“I CAN”

This Grade 7 lesson sequence encourages students to demonstrate their learning by developing understandings such as the following:

- **I can** describe some strategies that advertisers use to target teenagers and influence their food choices.
- **I can** identify and compare examples of images that the media presents and uses to influence life choices.
- **I can** identify the nutritional needs of my age group and describe what influences my choices.

Grade 7 Lesson Sequence

Health & Life Skills Curriculum Connections

Inquiry

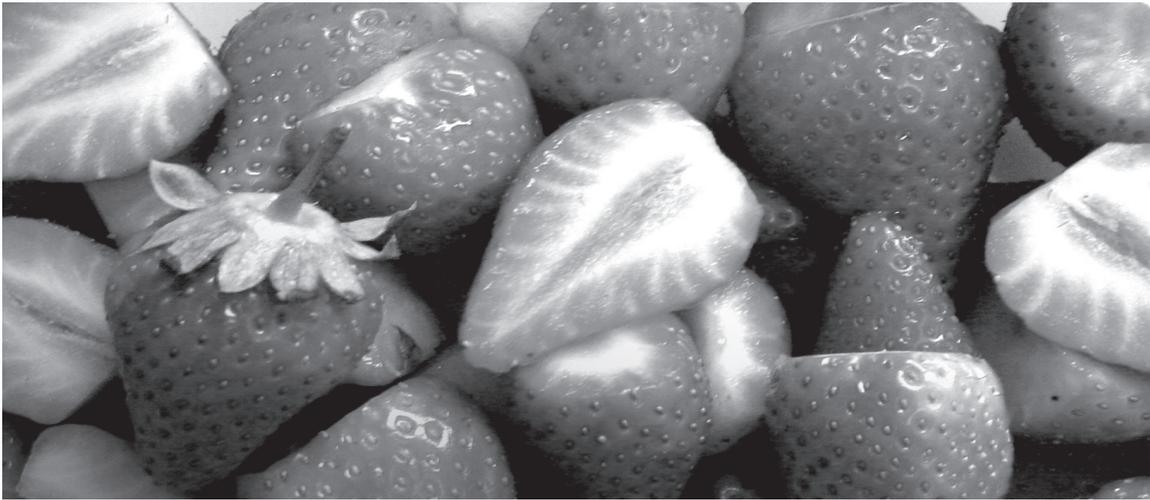
Messages & Choices

What messages about foods most influence our choices?

Health & Life Skills Learning Outcomes

W-7.4 analyze the messages and approaches used by the media to promote certain body images and lifestyle choices

W-7.5 relate the factors that influence individual food choices to nutritional needs of adolescents; *e.g., finances, media, peer pressure, hunger, body image, activity*



Grade 7 Lesson Sequence Teaching and Learning Strategies

What messages about food most influence our choices?

Introductory Activity

Students begin by considering their own eating habits and then comparing these to what they perceive to be healthy foods that they should eat. Next, they work as a class to complete a KWHL chart that introduces and focuses on the issue of messages about food.

Instructional Strategy: KWHL Chart

Group discussion, analysis and synthesis of information encourages students to draw conclusions and ask questions that lead to further research. Using a KWHL chart, students work as a class to link prior knowledge and understandings to ideas for further research and exploration.

PROCESS

1. Ask students to think about and share the types of foods they eat on a daily basis. Remind students to look beyond their meal choices to include those foods they consume as snacks. Discuss some or all of the following questions:
 - What are your favourite foods? How do your favourite foods compare to the foods that you think you **should** be eating?
 - Are your favourite foods healthy choices? Why or why not?
 - Do you have the same food choices at home as you do at school? Why or why not?
 - How much control do you think you have over your own food choices? What type of food choices – at home, at school and with friends – do you think you are pressured to make? What food choices do you actually make?

One dietary message for consumers has not changed in a decade: eat less fat by keeping total fat intake in your diet to about 30 percent of total calories. This advice aims to help millions of North Americans reduce their risk of obesity and diabetes. In recent years, a new message about fat has emerged – the type of fat in the diet is also important. Eating Well with Canada's Food Guide recommends specific fats as part of a healthy diet.



DIFFERENTIATE

Students can alternatively use a Think-Pair-Share-Compare strategy to complete the KWHL chart. This strategy asks students to reflect individually on the activity, share with a partner, discuss with a small group and then share with the entire class.

Fats and oils, such as canola, play an essential role in human nutrition.

Fat is part of every cell in the body, a valuable source of energy, aids in absorption of the fat-soluble vitamins A, D, E and K, as well as beta-carotene, and slows digestion so that you feel full for a longer period.

Consumers recognize canola oil for its nutritional attributes as it contains the lowest level of saturated fatty acids of any vegetable oil. It is high in monounsaturated fatty acids, which have been shown to reduce blood cholesterol levels, and has moderate levels of essential polyunsaturated fatty acids – commonly known as Omega-3's and Omega-6's. It contains no trans fats. It also provides a rich source of vitamins E and K. Like all vegetable oils, canola oil is cholesterol-free. These qualities are important in a healthy diet.

Canola is not rapeseed – canola oil comes from canola plants! It may look the same on the outside but it's very different on the inside, where it matters. Plant scientists used traditional plant breeding methods to get rid of rapeseed's less nutritional qualities. A very small amount of rapeseed is still grown under contract specifically for industrial uses including environmentally friendly lubricants.

Canola is grown in Canada, USA, Australia and Europe. Each canola plant grows anywhere from 1m (3 feet) to 2m (6 feet) tall and produces yellow flowers which, in turn, produce seed pods. The seed pods are about one-fifth the size of pea pods and contain about twenty tiny round black or brownish-yellow seeds. Each canola seed is approximately 40 percent oil. The seeds are crushed to obtain canola oil for human consumption and the remainder is processed into canola meal, which is used as a high protein livestock feed. Canola oil meets strict quality standards determined by industry and government regulatory agencies.

2. Introduce the critical issue to students by writing the issue question on the board: *What messages about foods most influence our choices?* Invite students to discuss the different types of messages they hear, see and read about foods. From whom do they get these messages? Encourage students to also consider both positive and negative issues relating to food choices that are current, for example, the types of foods available in school vending machines or the “latest” diet. Ask students to list their ideas on the board or chart paper.
3. Invite students to work with a partner to identify and compare media examples that promote food messages about popularity, fun, acceptance, attractiveness and dieting. Have each pair brainstorm the first two food commercials or advertisements that come to mind. List these on the board with reasons why the marketing or advertising strategy used in each can be effective. Have the class discuss and compare what each pair came up with. Why did they pick and focus on the same or different advertisements?
4. Have students complete **Student Resource 7A: KWHL Chart**. Encourage them to discuss and share their individual perspectives, responses and ideas as they complete the chart.



Briefing Notes Activity

Students read and discuss the Briefing Notes with a partner. They explore the nutritional needs of adolescents according to *Eating Well with Canada's Food Guide*. They also explore the types of strategies that the media uses to promote different foods and send messages about health and nutrition and analyze the impact of these media messages on their own food choices. Students focus on messages about fat as an example of how conflicting or inaccurate information can sometimes influence food choices.

Instructional Strategy: Journal Pages

Reading for meaning and focusing on main points by using reflective questions can encourage students to synthesize information, critically evaluate relationships and make connections to prior knowledge and understandings. Journal note pages, integrated throughout the Briefing Notes, ask students to consider how personal experiences relate to the information they are reading. These note pages encourage students to analyze the information in order to make comparisons and personal judgements.

PROCESS

1. Provide each student with a copy of **Briefing Notes 7B: Food Messaging**. Ask students to work individually, in pairs or with their small groups to discuss or respond in writing to the *Predict* questions at the beginning of the handout.



2. Have students read the Briefing Notes and complete the activities in the handout. Have them use the information from the Briefing Notes and their own background and knowledge to record their responses to the journal note questions that are provided throughout the handout.
3. As a class, discuss the questions at the end of the handout. Students can be given an opportunity to brainstorm individual responses before class discussions. The questions include:
 - What do you think “eating well” **should** mean to you? What does it mean to make healthy food and beverage choices? For example, how often do you think it is “safe” to eat fast foods?
 - What types of guidelines should you follow when making food choices? Beverage choices?
 - What advertising strategy do you think is the most effective in promoting different foods? Why do you think this?
 - How can consumers find out whether foods are healthy or unhealthy?
 - What is one positive message about food that you think is missing from current advertising? How could this message be promoted?
 - What is an example of a current message about the role of fat in a healthy diet?
 - What types of fats are the healthiest? What is the advantage of including healthy fats in your food choices?
 - How do you think advertisers could most effectively communicate messages about choosing healthy fats to teenagers?

Safe and Healthy Schools provides information about Knowledge, Attitudes, Behaviours and Nutrition Health Status of Adolescents at www.safehealthyschools.org/Youth_Nutrition_Risks_KAB_Messages.pdf.

The BBC website provides information about nutritional choices and habits of teenagers in Britain in Teenagers and diet at www.bbc.co.uk/health/treatments/healthy_living/nutrition/life_adolescence.shtml.

The American Psychological Association provides articles about the impact of media on children's health in Kids & the media at www.apa.org/topics/kids-media/index.aspx.

The Student Body, which provides animated vignettes, video clips, information for students and teachers and classroom activities, includes modules on Media and Peer Pressure and Healthy Eating. These resources can be accessed at <http://thestudentbody.aboutkidshealth.ca>.

The Heart and Stroke Foundation provides information on Health Check – a symbol they approve for placement on products that contribute to a healthy and balanced diet. This information can be accessed at www.healthcheck.org.

Share and discuss the information in these weblinks as a class



Closing Activity

Students create a concise public service announcement that focuses on positive, accurate and relevant messages about the role of fat in a healthy diet.

Instructional Strategy: Public Service Announcement

Student products provide an opportunity to summarize, synthesize and communicate learning and display research results. As students create a “real world” product such as a public service announcement, they are encouraged to consider and construct the central message and select relevant reasons and support.

PROCESS

1. Ask students to discuss what they learned about themselves and their diets. Focus the discussion on the role of fats in a healthy diet. What did you learn about fats that surprised you? Invite students to complete the third column of the KWHL charts they started at the beginning of the lesson sequence.
2. Invite students to work individually or with a partner to develop a short public service announcement that could be sent as a text message on cell phones or in an email, on a poster or billboard, or as a banner on a website. Their public service announcements should focus on one of the following topics:
 - What teenagers need to meet their nutritional requirements
 - How to combat negative messages about food in advertising
 - The role of healthy fats in a good diet.
3. Have students trade their public service announcements with other students or pairs or, if appropriate, send them as a text message or email to a friend or family member.

An article entitled *The University Student’s Guide to Body Image*, produced by Concordia University, can be accessed at www-health.concordia.ca/pdf/healthinfo/bodyimage.pdf. You may find some useful and interesting information to share with students from this article.



DIFFERENTIATE

Students can be provided with the choice of working individually, with a partner, or in a small group to create their public service announcements. Students can also be encouraged to choose the format for their public service announcements.



Extension Activity

Students work with a small group to explore and research how body image – both female and male – have changed over time.

Instructional Strategy: Times Change Timeline

Asking students to explore changes that have occurred in body image and the types of eating habits associated with them can encourage them to compare and critically analyze the effect that the media has on body image and eating habits today. Students can also include an analysis of changes in advertising and media messages over time. A timeline is a form of graphic organizer that asks students to develop chronological understandings and encourages comparison and analysis. Constructing a timeline also asks students to summarize key points in textual and visual formats.

PROCESS

1. Ask students to predict the way that the ideal body will be portrayed in the future. What do they think the ideal male and female bodies will look like? Discuss what they have learned about misleading information and messages relating to body image and eating habits in the media. Have students form small research groups to construct a timeline that explores how body images and/or food choices have changed over time.
2. Ask students to work with their research groups to complete one or both of the following tasks:
 - Find information relating to ways that the “ideal” body has been perceived or portrayed in the media over a span of time. The time span can be limited to the past fifty years or groups can be asked to pick five different time periods from the past.
 - Find information related to food and beverage choices over time. Groups can be asked to focus on types of foods and beverages, perceptions about what was considered “healthy” or “unhealthy,” or trends in eating habits over time. Again, the time span can be limited.
3. Have each group construct a timeline to display changing images and food and beverage choices over time. Display the timelines and encourage groups to discuss and compare their research results.

A good summary of how the ideal body image has changed over time can be accessed on the Region of Peel Public Health website in Body Image & the Media: What's the connection? at www.peelregion.ca/health/baew/lesson-plans/body-image/body.htm.

The Food Timeline was created in response to students, parents and teachers who frequently asked librarians for help locating food history and period recipes. Information is checked against standard reference tools for accuracy, and other sources as needed. www.foodtimeline.org/.

KWHL Chart

What messages about foods most influence our choices?

There are a lot of different messages out there about what's good for you, and what's not! Messages about foods are often complicated by being presented with images of the perfect body or lifestyle, how to be popular and what's cool. How are your eating habits affected by these messages?

DEFINING TERMS

Write your definition for each term:

Nutrition

Body image

Habit

What I Know	
What I Want to Know More About	
How I Will Find This Out	
What I Learned	

Food Messaging

Predict

What do you think has the most influence on the choices you make about foods?

Extend

Think about the foods you eat on a daily basis. Why do you think that you select the foods that you do?

Have you ever heard the expression “You are what you eat?” Making food choices may be one of the first things you do on your own. It may seem like one of the simplest choices that you have to make. However, food choices can be complicated. For one thing, food choices are made on a regular basis – several times each day. Also, food choices are affected by habits, pressures, influences and environments.

There are many things that influence your choices. Have you ever thought about what they are? Have you considered why you choose to eat the foods that you do?

EXPLORE

Using a chart or diary page like the one below, track your eating habits for a day. Make sure you record what made you choose the foods you did, and how you felt after you ate these foods.

Meal	Foods & Beverages	Why I Chose These Foods & Beverages	How I Felt After Eating Them
Breakfast			
Lunch			
Dinner			
Snacks			

Journal Note

What have you had to eat today so far? Is this a typical day for you? How do you think your eating habits rate according to Eating Well with Canada's Food Guide?

What are two key messages that you get from the Recommended Number of Food Guide Servings per Day chart?

Healthy eating has a lot to offer – a variety of foods, vitamins, protein, fibre, healthy fats and energy. The *Recommended Number of Food Guide Servings* chart shows how much food you need from each of the four food groups every day.

EXPLORE

Find your age and gender in this chart and identify how much food you need. Make a pocket guide for yourself.

- Use an index card, folded in half.
- On the outside of the index card, identify the number of servings of each food group that is recommended for your age.
- On the inside, list the foods that you like best from each food group.

Recommended Number of Food Guide Servings per Day

Recommended Number of Food Guide Servings per Day								What is One Food Guide Serving? Look at the examples below.					
Age in Years	Children			Teens		Adults							
	2-3	4-8	9-13	14-18		19-50		51+					
Sex	Girls and Boys		Females	Males	Females	Males	Females	Males					
Vegetables and Fruit	4	5	6	7	8	7-8	8-10	7	7				
Grain Products	3	4	6	6	7	6-7	8	6	7				
Milk and Alternatives	2	2	3-4	3-4	3-4	2	2	3	3				
Meat and Alternatives	1	1	1-2	2	3	2	3	2	3				

The chart above shows how many Food Guide Servings you need from each of the four food groups every day.

Find Information

Take an online guided tour of *Eating Well with Canada's Food Guide* at www.hc-sc.gc.ca/fn-an/food-guide-aliment/tour/index_e.html. Take the Guided Tour and check out the following sidebar links on this webpage:

- Food Guide Basics
- Choosing Foods
- Using the Food Guide
- Maintaining Healthy Habits

Extend

Try "My Food Guide" at www.hc-sc.gc.ca/fn-an/food-guide-aliment/myguide-monguide/index-eng.php, and use it to record your personal information and physical activity!

Beauty in the eye of the beholder?

What you think about yourself is influenced by how you see your body. This is called your body image. There are a lot of messages out there that influence our **body image**...some positive and some not so positive. These messages come from peers, adults, the media, cultural influences and backgrounds. Sometimes they can be contradictory and confusing. Young people can start to feel that they are too short or too tall...or too fat or too skinny. Some develop unhealthy or even dangerous eating habits to try to change their bodies.

There can be a lot of pressure during the teenage years to “fit in” and look like what the media says is popular, and what will make you feel successful and happy. Many messages equate feeling good about yourself to physical appearance. The messages promote the idea that you have to look good or you will not “feel” good or be healthy.

Advertisers use many different methods to try to get you to buy their products. Often, what they are using to sell their products are images of a way of life or a “look.” Many of these images are associated with food products. Some attitudes toward food come from images or “pictures” of a perfect body that appear on television, in magazines and advertisements. But how real are these images?



DID YOU KNOW?

About one in every two teenage girls and one in every four teenage boys have tried dieting to change the shape of their bodies. More than one in three girls who are at a healthy body weight still try to diet.

Source:

*Dieting: Caring for Kids website.
www.caringforkids.cps.ca*

Source:

Online Marketing to Kids: Strategies and Techniques: Media Awareness Network. <http://mediasmarts.ca/sites/default/files/pdfs/lesson-plan/Online-Marketing-to-Kids-Strategies-and-Techniques-Lesson-Kit.pdf>

Check out these common strategies used by advertisers to sell food products.

Ideal Kids (or families) - always seem perfect. The kids are really hip looking, with the hottest fashions and haircuts, and toys. Ideal families are all attractive and pleasant looking - and everyone seems to get along! Ideal kids and families represent the types of people that kids watching the ad would like themselves or their families to be.

Family Fun - a product is shown as something that brings families together, or helps them have fun together; all it takes is for mum or dad to bring home the "right" food, and a ho-hum dinner turns into a family party.

Excitement - who could ever have imagined that food could be so much fun? One bite of a snack food and you're surfing in California, or soaring on your skateboard!

Star Power - your favourite sports star or celebrity is telling you that their product is the best! Kids listen, not realizing that the star is being paid to promote the product.

Bandwagon - join the crowd! Don't be left out! Everyone is buying the latest snack food: aren't you?

Scale - is when advertisers make a product look bigger or smaller than it actually is.

Put Downs - are when you put down your competition's product to make your own product seem better.

Facts and Figures - are when you use facts and statistics to enhance your product's credibility.

Repetition - advertisers hope that if you see a product, or hear its name over and over again, you will be more likely to buy it. Sometimes the same commercial will be repeated over and over again.

Heart Strings - are ads that draw you into a story and make you feel good, like the McDonalds commercial where the dad and his son are shoveling their driveway and the son treats his poor old dad to lunch at McDonalds when they are done.

Sounds Good - music and other sound effects add to the excitement of commercials, especially commercials aimed at kids. Those little jingles, that you just can't get out of your head, are another type of music used to make you think of a product. Have you ever noticed that the volume of commercials is higher than the sound for the program that follows?

Cartoon Characters - Tony the Tiger sells cereal and the Nestlé's Quick Bunny sells chocolate milk. Cartoon like these make kids identify with products.

Weasel Words - by law, advertisers have to tell the truth, but sometimes, they use words that can mislead viewers. Look for words in commercials like: "Part of..." "The taste of real..." "Natural..." "New, better tasting...." "Because we care..." There are hundreds of these deceptive sayings - how many more can you think of?

Omission - is where advertisers don't give you the full story about their product. For example, when a Pop Tart claims to be "part" of a healthy breakfast, it doesn't mention that the breakfast might still be healthy whether this product is there or not.

Are You Cool Enough? - this is when advertisers try to convince you that if you don't use their products, you are a nerd. Usually advertisers do this by showing people that look uncool trying a product and then suddenly becoming hip looking and doing cool things.

EXPLORE

- **Create a file folder collage of advertisements – include at least three different advertisements about food that you think are targeted at teens. Look in magazines, newspapers or on the Internet. Cut or print the advertisements. Paste them in the inside of the file folder. Or draw a television screen and inside it, describe the script and visuals used in a television commercial.**
- **Identify the approaches or strategies that these advertisers are using to try to sell their products.**
 - o **Consider when and how often the advertisements are aired or displayed.**
 - o **Who is the target audience of each advertisement?**
 - o **Write one or two sentences beside each advertisement to describe the strategy that the advertiser is using.**

Work with a partner or by yourself to complete this activity.

Journal Note

How many of your food choices do you think are influenced by advertising? Describe one or two examples.

How might the messages in advertisements influence teenagers? What types of body images, if any, are represented in these advertisements?

Find Information

Look at some other examples of advertisements to explore examples of methods that advertisers use to promote their products.

Check out Dove's *What is Real Beauty?* poster at www.dove.ca/en/docs/pdf/DSEF_Teachers_Poster.pdf. What message is this poster promoting? Do you think it is a positive message? Why? Why do you think a "beauty" product company like Dove would use this type of advertising or marketing campaign?

Explore the *Concerned Children's Advertisers* website to find out how commercials can be created and their messages manipulated with sound and visuals. Check out the *House Hippo Interactive* activity. Go to http://longlivekids.ca/educators/house_hippo_interactive.html.

Check out a food producer's website like Sunny D found at <http://sunnyd.com/index.html#/stuff>. Why do you think some companies have websites with interactive games for kids? What types of messages do you think they are promoting? Do you know of any other websites that provide interactive games and activities for kids? Why would these websites be set up this way? Does this affect brand loyalty?



The truth about...

There are a lot of different messages about food out there. Increasing media reports about the issue of obesity, articles about foods that are good for you or dangerous to eat, and advertisements about diets that work best or supplements that everyone needs can start to become confusing. How can you tell what is true and what is not?

When you are making decisions about what to eat, it is important to use information that is available on food products, such as food labels, and in reliable sources that help you make healthy choices. One of the best places to start is *Eating Well with Canada's Food Guide*. How do different food products fit with the messages that the *Food Guide* promotes?



DID YOU KNOW?

The term "fat" describes a broad group of substances which are insoluble in water and have a greasy feel.

Lipids that are solid at room temperature are called "fats" and those that are liquid are called "oil."

Case in point: The role of fat in a healthy diet

There are a lot of messages in the media about different types of fat and whether or not they are good for you. *Trans* fats, saturated fats, monounsaturated fats, polyunsaturated fats, cholesterol....what do all these words mean?

Fats and oils are **lipids** that occur naturally in food. They provide our bodies with a source of energy as well as give flavour to foods. Fats can be invisible or visible. **Invisible fats** are found in foods such as meat, fish, dairy products, eggs, nuts, seeds and avocados. **Visible fats** are shortening, lard, salad and cooking oils, margarine and butter. If these visible fats are incorporated into baked or cooked products, they are called invisible fats because they become mixed with another product.

Journal Note

What are some foods that you include in your diet that are made with canola?

What are some contradictory messages about fats that you have heard?

Fats play an important role in nutrition. They provide a concentrated source of energy for our bodies, act as body insulation and protection and transport fat-soluble vitamins (A, D, E and K) to the small intestine for digestion. Fats also play an important role in food preparation. They are used as tenderizing agents in baked products, as major components in salad dressing and mayonnaise, as a heat-transfer medium in frying foods and as table spreads.

Saturated fat

Fats are made of smaller units called fatty acids. Why is choosing a vegetable oil low in saturated fat important? Studies in animals, healthy volunteers and people with heart disease show that diets high in saturated fat raise blood cholesterol. Because it is low in saturated fat, canola oil can replace more saturated vegetable oils, margarines and butter in the diet and help lower blood cholesterol. For example, explorers in Antarctica had lower blood total cholesterol and **LDL cholesterol** (the "bad" cholesterol) when they ate and cooked with canola oil and canola margarine instead of their regular oil and margarine during a long winter! This simple dietary change improved their blood cholesterol levels.

Canola oil is low in saturated fatty acids. In fact, it is lower in saturated fat than any vegetable oil found in supermarkets today.

Monounsaturated fat

Canola oil is a leading source of monounsaturated fat in the North American diet because it is used widely in home cooking. When substituted for saturated fat in the diet, canola oil helps lower blood cholesterol. Populations with high intakes of monounsaturated fat – such as people who live in Mediterranean countries and consume olive oil – were found to be less likely to die from heart attacks. This finding may be due to the effect of **monounsaturated fat**, a type of fat that can lower LDL cholesterol. Lowering cholesterol can also lower heart disease risk. It does not lower **HDL cholesterol**, the "good" or "healthy" cholesterol.

New research also suggests that diets rich in monounsaturated fat help control blood glucose in healthy people as well as people with type 2 diabetes. In fact, diets in which monounsaturated fats replace saturated fats appear to have more positive effects on blood glucose than low-fat diets that have higher amounts of carbohydrates. A monounsaturated fat is sometimes referred to an omega-9 fat.

Essential fatty acids

There are two **fatty acids** that are essential in our diets – **linoleic acid** (an omega-6 fatty acid) and **alpha-linolenic acid** (an omega-3 fatty acid). These fatty acids must be obtained from food because our bodies cannot make them. Essential fats play important roles in growth, reproduction, vision, healthy skin and in the metabolism of cholesterol. Essential fats may also help prevent heart disease and diseases such as rheumatoid arthritis.

Journal Note

What does Eating Well with Canada's Food Guide recommend regarding oils and fats in your diet?

Have you ever thought about the types of fats that you include in your diet? What are they? Why do you eat them?



DID YOU KNOW?

In February 2012, Health Canada approved a new health claim advising consumers to replace dietary sources of saturated fat with polyunsaturated and monounsaturated fats from vegetable oil to lower cholesterol. High cholesterol is a risk factor for heart disease. According to Statistics Canada, over 40 percent of Canadians have high cholesterol. According to the guidelines for the health claim, only 100% canola oil meets recommended unsaturated fat levels.

Omega-3 fat

Canola oil is a good source of alpha-linolenic acid, the essential omega-3 fatty acid. People who eat diets rich in alpha-linolenic acid have a lower risk of heart attacks and strokes than people with low intakes of this fatty acid. This finding has been remarkably consistent in studies of people living in France, India and the United States. Many North Americans have low intakes of alpha-linolenic acid and other omega-3 fats.

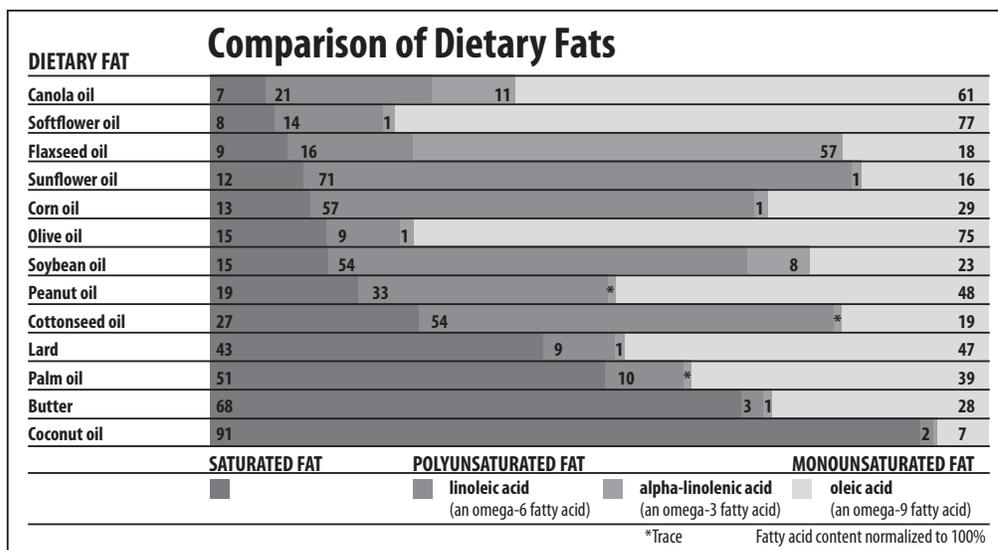
Canola oil is a good source of alpha-linolenic acid, the essential omega-3 fatty acid. One tablespoon (15mL) of canola oil contains 1.3 grams of alpha-linolenic acid. Adults can improve their dietary intake for alpha-linolenic acid by adding just one tablespoon (15mL) of canola oil to salad dressings or cooked meals every day.

Source:

Comparison of Dietary Fats: Canola Council of Canada. www.canolainfo.org/industry/index.php

Try this Dietary Fat Quiz

1. Which oil is lowest in saturated (bad) fat (dark bar)? What is the fatty acid content of this oil?
2. Which three oils have the highest percentage of monounsaturated (good) fats (light bar)?
3. Which two oils have the highest percentage of omega-3s (medium-light bar)?



DID YOU KNOW?

A colour version of the Comparison of Dietary Fats chart is available, free of charge, from reception@canola.ab.ca. Just ask!

Back to Eating Well with Canada's Food Guide

Eating Well with Canada's Food Guide makes a number of recommendations about including oils and fats in your diet. These recommendations include:

- Choosing the right amount and types of oils and fats. A small amount – 30 to 45 ml – of unsaturated fat can give you the fat you need. It includes oil used for cooking, salad dressings, margarine and mayonnaise. Unsaturated vegetable oils include canola, corn, flaxseed, olive, peanut, soybean and sunflower. Limit butter, hard margarine, lard and shortening.
- Limiting foods and beverages that are high in saturated and *trans* fats. These foods include creamy-flavoured ice drinks, cakes and pastries, cookies and granola bars, ice cream, doughnuts and muffins, french fries, nachos and potato chips.

EXPLORE

- What do you think “eating well” should mean to you? What does it mean to make healthy food and beverage choices? For example, how often do you think it is “safe” to eat fast foods?

- What types of guidelines should you follow when making food choices? Beverage choices?

- What advertising strategy do you think is the most effective in promoting different foods? Why do you think this?

- How can consumers find out whether foods are healthy or unhealthy?

- What is one positive message about food that you think is missing from current advertising? How could this message be promoted?

- **What is an example of a current message about the role of fat in a healthy diet?**

- **What types of fats are the healthiest? What is the advantage of including healthy fats in your food choices?**

- **How do you think advertisers could most effectively communicate messages about choosing healthy fats to teenagers?**

Extend

Design your own vending machine with healthy food choices. Apply what you have learned about nutritional guidelines for teenagers to stock your vending machine. Create a poster that shows what your vending machine would look like and what it would have in it!

Find Information

Check out the healthy alternatives to foods that are high in calories and fats in *Foods to Limit* on Health Canada's *Eating Well with Canada's Food Guide* website, accessed at www.hc-sc.gc.ca/fn-an/food-guide-aliment/maintain-adopt/limit-eng.php.

Find out more about good and bad fats. Visit *Fats: The Good the Bad and the Ugly* on the Health Canada website at www.hc-sc.gc.ca/hl-vs/iyh-vsv/med/fats-gras-eng.php. Check out the American Heart Association's *Meet the Fats* webpage at www.heart.org/HEARTORG/GettingHealthy/FatsAndOils/MeettheFats/Meet-the-Fats_UCM_304495_Article.jsp.

GRADE 8: PRESSURES & STRATEGIES

Overview

In this Grade 8 lesson sequence, students explore pressures teenagers may experience in making choices about looks and ways of life. Students examine personal food choices and strategies they can use to make choices when they are eating away from home. This lesson sequence provides students with the opportunity to explore fast food choices through a comparison between healthy fats and fatty acid content.

Rationale

Students should understand choices they have to implement strategies for dealing with pressures. They should demonstrate an understanding of how they can apply these strategies in different settings.

Presenting students with “I can...” statements can help focus their learning and provide a context for assessment with this lesson sequence’s activities.

Inquiry

How should food pressures be handled?

Key Concepts

Choices

Eating habits

Nutritional value

Pressure

Preparation

Suggested Time: 2 to 4 50-minute class periods

The following handouts, materials and resources are used in this lesson sequence:

- Handouts
 - o Student Resource 8A: KWHL Chart
 - o Briefing Notes 8B: Pressure Cookers
- Local media sources: newspapers and magazines (*Ask students to bring copies of current newspapers from home to establish a classroom collection.*)
- Index Cards (optional)
- Internet access and interactive whiteboard to display and share website links

“I CAN”

This Grade 8 lesson sequence encourages students to demonstrate their learning by developing understandings such as the following:

- **I can** describe some strategies that I can use to deal with pressures to change my look, way of life and food choices.
- **I can** analyze the food choices that I make according to their nutritional value.
- **I can** evaluate the fast food choices that I make.

Grade 8 Lesson Sequence

Health & Life Skills Curriculum Connections

Inquiry

Pressures & Strategies

How should food pressures be handled?

Health & Life Skills Learning Outcomes

- W-8.4** develop personal strategies to deal with pressures to have a certain look/lifestyle;
e.g., accept individual look
- W-8.5** evaluate personal food choices, and identify strategies to maintain optimal nutrition when eating away from home; *e.g., eating healthy fast foods*

Grade 8 Lesson Sequence Teaching and Learning Strategies

How should food pressures be handled?



Introductory Activity

Students begin by considering the different types of pressures that influence choices they may make on a daily basis, including their food choices. They then work with a partner to complete a KWHL chart that introduces and focuses on issues associated with food messaging.

Instructional Strategy: KWHL Chart

Group discussion, analysis and synthesis of information encourage students to draw conclusions and ask questions that lead to further research. Using a KWHL chart, students work as a class to link prior knowledge and understandings to ideas for further research and exploration.

PROCESS

1. Ask students to think about and discuss the types of foods they eat on a daily basis. What most strongly influences the choices they make about foods? Why do these influences, or pressures, have an effect on them? Create a list of “food pressures” on the board or chart paper. (*Start students with some examples – such as convenience foods that are easy to get, pressures to eat what everyone else is eating or influences from media advertisements*). Ask students whether they consider these pressures to be positive or negative.
2. Introduce the critical issue to students by writing it on the board: *How should food pressures be handled?* Invite students to think about different foods that are influenced by the pressures they identified earlier, such as snacks and fast foods. In what different settings do they encounter these types of foods – with family, friends or peer groups, in school, at the mall, in local stores, or at post-game or athletic competitions? Encourage students to also consider any current issues or pressures related to food choices. For example, students can be challenged to discuss the types of foods available in school vending machines or the “latest” diet. Ask students to list their ideas on the board or chart paper.
3. Invite students to work with a partner to discuss other ways that pressures influence their personal choices. How do pressures influence behaviours, clothing choices or activities? What are some of the strategies students use to deal with pressures in general?
4. Ask students to work with a partner to complete **Student Resource 8A: KWHL Chart**. Encourage pairs to discuss and share perspectives, responses and ideas with the class when they have completed the chart.

One dietary message for consumers has not changed in a decade: eat less fat by keeping total fat intake in your diet to about 30 percent of total calories. This advice aims to help millions of North Americans reduce their risk of obesity and diabetes. In recent years, a new message about fat has emerged – the type of fat in the diet is also important. Eating Well with Canada’s Food Guide recommends certain fats as part of a healthy diet.



DIFFERENTIATE

Students can alternatively use a Think-Pair-Share-Compare strategy to complete the KWHL chart. This strategy asks students to reflect individually on the activity, share with a partner, discuss with a small group and then share with the entire class.

The Student Body, which provides animated vignettes, video clips, information for students and teachers and classroom activities, includes modules on Media and Peer Pressure and Healthy Eating. These resources can be accessed at <http://thestudentbody.aboutkidshealth.ca>.

The Health and Challenge website provides a number of resources focused on healthy eating at www.healthchallenge.ca/en/healthy-eating/resources.

"Eating out has become a way of life for many Canadians. Typically, Canadians eat out several times a week. Teens, who often lead fast-paced lifestyles, are no exception. Fast foods may be particularly appealing to teens because of the way that these foods are advertised, their seemingly low cost and convenience.

Eating out on a regular basis has implications both for health and finances. Without careful planning, frequent eating out can promote poor eating habits and obesity. Teens need to understand the financial realities associated with buying prepared foods. They need to learn how healthy eating, at home or away, can be inexpensive and enjoyable.

Serving size directly affects the caloric content of foods. Because fast food serving sizes are often much larger than those eaten at home, the impact of these foods on an individual's diet is magnified. As a result, regularly relying on fast foods, such as soft drinks, french fries, burgers and pizza, can increase the risk of excessive fat, sugar and calorie intake. This, in turn, increases the risk for problems associated with being overweight."

Alberta Education (2002). Health and Life Skills Guide to Implementation Grade 8 Illustrative Examples. Edmonton: Alberta Education: p. 522.



Briefing Notes Activity

Students read and discuss the Briefing Notes individually or with a partner. They consider some of the pressures related to food choices in different settings. They focus on some suggestions for making healthy food choices provided by *Eating Well with Canada's Food Guide*, particularly when eating out. Students explore some strategies for making healthy personal food choices, for example, at fast food restaurants. They focus specifically on information about fat content in fast food choices as an example of how accurate information about nutritional food content can help make healthy choices.

Instructional Strategy: Journal Pages

Reading for meaning and focusing on main points by using reflective questions can encourage students to synthesize information, critically evaluate relationships and make connections to prior knowledge and understandings. Journal note pages, integrated throughout the Briefing Notes, ask students to consider how their personal experiences relate to the information they are reading. These note pages encourage students to analyze the information in order to make comparisons and personal judgements.

PROCESS

1. Provide each student with a copy of **Briefing Notes 8B: Pressure Cookers**. Ask students to work individually, in pairs or with their small groups to discuss or respond in writing to the *Predict* questions at the beginning of the handout.
2. Have students read the Briefing Notes and complete the activities in the handout. Have them use the information from the Briefing Notes and their own background and knowledge to record their responses to the journal note page questions that are provided throughout the handout.
3. Individually or as a class, discuss the questions at the end of the handout. These questions include:
 - How do you make decisions about what foods to choose? How are these decisions different in different settings – at home, at school, at the mall, when engaged in different types of activities?
 - What do you think puts the most pressure on teenagers to eat fast foods? Do you think these are positive or negative pressures? Why?
 - What are some strategies that teenagers could use to make healthy choices when eating away from home?



Closing Activity

Students create a brochure that focuses on strategies for making healthy food choices within three different settings of their choice; for example, home, school, in the grocery store, at the mall, out with friends, at a party or at a restaurant.

Instructional Strategy: Tri-fold Tip Sheet

Student products provide an opportunity to summarize, synthesize and communicate learning and display research results. As students create a product that requires them to summarize their learning, they are encouraged to consider and construct the central message and select relevant reasons.

PROCESS

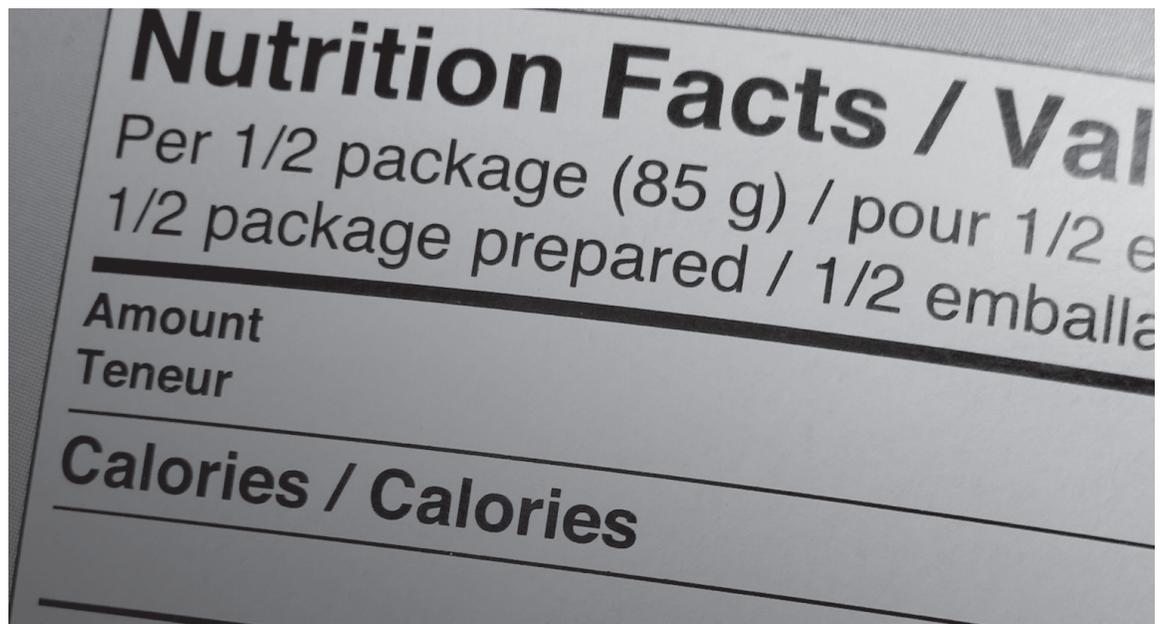
1. Have students work individually, with a partner or in a small group to create a tri-fold brochure. Provide letter or legal sized paper, folded into three sections. On each section, have students develop strategies for making healthy food choices focused on three of the following settings:
 - Home
 - School
 - In the grocery store
 - At the mall
 - Out with friends
 - At a party
 - At a fast food restaurant
 - At a formal dining restaurant.
2. Ask students to present their strategies using both text and visuals. Place one setting on each of the three sections of the tri-fold brochure.
3. Invite students to complete the third column of the KWHL charts they started at the beginning of the lesson sequence.



DIFFERENTIATE

The choices for settings in which to focus strategies for making healthy food choices can be provided to students in different ways:

- *On a tic-tac-toe game board*
- *On index cards prepared with clusters of three different settings; assign a specific cluster to individual students or have them select clusters randomly*
- *On separate cards that students randomly draw until they have selected three different settings.*



Extension Activity

Students create a board game to summarize, synthesize and share what they have learned about healthy food choices.

Instructional Strategy: Board Game or Game Show

The development of a product, such as a board game or game show, emphasizes a number of skills, including problem solving, pattern identification, vocabulary skills and memory enhancement. This type of product also encourages students to summarize, synthesize and categorize information. Time should be provided for focused social interaction, the development of group work skills and reinforcement of key concepts and learnings. This type of activity requires adequate time for students to both create and play their games.

PROCESS

1. Ask students, individually or with their partners or groups, to brainstorm formats for a board game or game show which they will create. Discuss and list the requirements for the game on the board. These requirements may include:
 - The number of questions to be included in the game
 - The content format – students may be required to include food choice scenarios or examples as well as different settings in which these choices are made
 - The criteria for assessment
 - The time context – how long it would take to play the game.
2. Once students have created their board games or game shows, provide opportunities for them to play with another individual, pair, small group or in a class setting.

Students may be interested in looking at other game formats on the Internet related to nutritional choices. As an example, the Quebec government provides a "What Keeps You Going?" game on their website at www.msss.gouv.qc.ca/en/sujets/santepub/nutrition/whatkeeps/. Although targeted at younger children, the game reinforces understandings of monounsaturated, polyunsaturated, trans and saturated fats.

There are a number of PowerPoint Jeopardy templates available on Internet sites, such as those found on the Educational Technology Network at www.edtechnetwork.com/powerpoint.html. Other templates can be found by searching for PowerPoint Jeopardy templates.

Students can be encouraged to provide their board games or game shows on links to classroom or personal websites. They can then play the games or game shows at home at their convenience and students could show off their work to friends and family.

KWHL Chart

How should food pressures be handled?

There are many unique factors that influence the eating habits of teens. Do you know what pressures influence your eating habits? Peer pressures, concerns about how you look or how you should look, advertising and the media are some of these factors. Do you know how to deal with each of these?

What I Know	
What I Want to Know More About	
How I Will Find This Out	
What I Learned	

DEFINING TERMS

Write your definition for each term:

Pressure

Eating habits

Pressure Cookers

Predict

What do you think puts the most pressure on teenagers? Which of these pressures most affects food choices and eating habits?

Extend

Do all pressures result in negative effects? What types of pressures can have positive effects?

To what extent do you think you are influenced by images of teens in advertisements, television shows, magazine articles or newspapers? Have you ever really looked at how teenagers are represented and noticed the types of foods they eat?

There can be a lot of pressure to follow the crowd – whether the crowd means your friends or peers, what’s cool at the moment or what might make you popular. This can include the food choices you make. Buying that bag of chips or a large order of french fries might seem like the thing to do when you’re hanging out with your friends. However, you may not realize what you are actually eating.

Eating Well with Canada's Food Guide is one of the best guides that you can follow to make sure that you are building a healthy body. The *Food Guide* can help you deal with pressures that may cause you to make unhealthy decisions.

Journal Note

In what situations do you feel the most pressure regarding food choices?

What types of foods do you eat when you are eating out?

The types of messages you give yourself about food choices can also encourage healthier eating habits. Instead of using negative self-talk when you choose the wrong food or when you overeat, talk to yourself about what you might do differently next time.

Your self-image and how you feel about your body can also have a positive effect on your food choices. When you feel bad about your body, these feelings can cause you to develop eating habits that are unhealthy – some teens even develop eating disorders or restrict their foods to the point where they are not getting the nutrients their bodies need. Others may go through starvation and **binging eating patterns**. Binging can mean cravings for fatty foods in response to

not eating properly the day before. Nutritious food choices can become associated with restricting yourself, while fatty foods or those with too much sugar can be associated with rewards and freedom to choose.

Knowing what is healthy to eat and why you need these foods is one of the best strategies you can use to send positive messages to yourself. Part of this strategy involves thinking about how to make good choices in different settings – at home, at school and when you go out with family and friends.

Eating Well with Canada's Food Guide provides suggestions for making good choices when eating out.

- *Ask to see the nutrition information available for the menu items in your cafeteria, restaurant or fast food restaurant. Use it to help you choose the healthier menu options.*
- *Order small or appetizer portions or share a meal with a friend when eating out. If you are served too much food ask for a "take-home package" and keep the leftovers in the fridge for the next day!*
- *Treat your taste buds and try something different. Italian, Chinese, Japanese, Thai, Caribbean, Greek, Indian, Middle Eastern and other ethnic cuisines offer healthy choices.*
- *Choose water, milk, fortified soy beverages or 100% juice instead of soft drinks or highly sweetened beverages.*
- *Choose dark mixed green salads with vegetables or fruit instead of higher fat Caesar, taco, potato or pasta salads. Order dressing on the side and use sparingly.*
- *Enjoy the taste of foods without adding butter, margarine, gravy or rich sauces. Ask how your meal is prepared and request for the sauce to be omitted or served on the side.*

Source:

"Eat Well When Eating Out." *Eating Well with Canada's Food Guide*: Health Canada. www.hc-sc.gc.ca/fn-an/food-guide-aliment/using-utiliser/out-exterieur-eng.php



Pressure to count?

What is a calorie? **Calories** measure energy from food items. Our bodies need energy to stay active and function properly; therefore, we all need a certain number of calories. However, consuming more calories than our bodies need can cause weight gain because the calories are stored as fat.

Many fast foods are high in calories, as you may have discovered. They are also high in fat. Yet fast foods can be appealing because they are convenient, seem to be affordable and are often associated with cool or fun advertising. And there seems to be an increasing demand for fast food restaurants – we are visiting them more often than in the past. Why do you think there is such a demand for fast food restaurants on every street corner?

Eating out has become part of many people's ways of life, sometimes several times a week. Eating out often means bigger portions and foods with higher calories, sugar and fat content. These food choices can result in poor health, weight gain and other health problems. When you eat out, do you really know what you are choosing to eat? Read on to find out!



3500 calories equals half a kilogram of fat.

Try this FIGHT FAT Quiz!

How much fat do you eat? Read the questions and circle the points you score.

1. What type of milk do you drink?

Whole milk	3
Low-fat (2%) milk	2
Low-fat (1%) milk	1
Skim, soy or rice milk	0

2. How often do you eat fried foods such as fries, fajitas, doughnuts, fried chicken or egg rolls?

Everyday	3
Once or twice a week	2
Less than once a week	1
Hardly ever or never	0

3. How often do you eat chocolate, cake, cookies or croissants?

Everyday	3
Once or twice a week	2
Less than once a week	1
Hardly ever or never	0

4. How often do you eat regular, instead of low-fat, cheese?

Everyday	3
Once or twice a week	2
Less than once a week	1
Hardly ever or never	0

5. How much butter or margarine do you spread on bread, toast or rolls?

A thick layer	3
A medium amount	2
A thin scrape	1
None at all	0

6. How often do you eat foods like potato chips, cheezies, nuts or crackers?

Everyday	3
Once or twice a week	2
Less than once a week	1
Hardly ever or never	0

7. How often do you eat processed meats such as sausages or luncheon meats?

Everyday	3
Once or twice a week	2
Less than once a week	1
Hardly ever or never	0

Add up your score. If you scored:

14 or more: You are eating too many foods with a high fat content. Eat more fresh fruit and vegetables.

Below 7: Great! You have a diet low in fat. You should be feeling fit and healthy.

Between 7-13: You are eating a reasonable amount of fatty foods. Be aware of foods that are high in fat.

Work with a partner or by yourself to complete this activity.

EXPLORE

What are your favourite fast food meals? Create a menu page with two of your favourite fast food meals. Research the nutritional values of the foods in each meal. Display the nutritional values beside each meal choice.

Are your favourite fast food meals healthy? Why or why not? What are some alternatives that could improve the nutritional value of each meal? Record these alternatives on your menu page.



Find Information

Eating Well with Canada's Food Guide provides suggestions and information for choosing foods when eating out at www.hc-sc.gc.ca/fn-an/food-guide-aliment/using-utiliser/out-exterieur-eng.php.

What about snacks? Find out what *Canada's Food Guide* suggests by visiting www.hc-sc.gc.ca/fn-an/food-guide-aliment/using-utiliser/snacks-collations-eng.php.

Search the websites of different fast food restaurants. Many of them provide the nutritional values for their menu items.

Watch the *Health Check* video on the Heart and Stroke Foundation's webpage at www.healthcheck.org. Read *Eating Out* at www.healthcheck.org/page/eating-out to find strategies for making healthy eating choices at restaurants. Go to www.healthcheck.org/page/helping-you-eat-well to find out about the criteria that restaurant foods must meet before getting the Health Check symbol.

Nutritional values of many foods are available in the Health Canada booklet, *Nutrient Value of Some Common Foods*, available at www.hc-sc.gc.ca/fn-an/nutrition/fiche-nutri-data/nutrient_value-valeurs_nutritives-tc-tm-eng.php.

In the news...

Media reports about *trans* fatty acids in processed foods stress the negative effects of these fats. Some media sources suggest that butter can provide a more natural source of fat. Read on to find out more.

Trans fatty acids are most often formed when vegetable oils are turned into shortenings. This happens through the processes called "**hydrogenation**" and "**partial hydrogenation**." Some also naturally occur in some animal products.

According to Dr. Walter Willett of Harvard Medical School, the major sources of *trans* fatty acids in our diets are certain hard margarines, cookies, crackers, cakes and foods fried in hydrogenated or partially hydrogenated shortenings. However, these foods also tend to be higher in total fat or saturated fatty acids.

In 1990, two doctors from the Netherlands found increased cholesterol levels in people who ate a diet containing very high levels of *trans* fatty acids. In these people, the LDL (bad) cholesterol was raised and the HDL (good) cholesterol was lowered. However, this study fed people much higher amount amounts of *trans* fatty acids than normally eaten. In fact, we tend to eat only 2 to 3 percent of our daily calories as this type of fat.

Other researchers studied the effects of lower amounts of *trans* fatty acids. One doctor found that *trans* fatty acids raised cholesterol similarly to saturated fatty acids. Dr. Willett believes that *trans* fatty acids may increase cholesterol to a greater degree than saturated fatty acids.

In both cases, the researchers concluded that *trans* fatty acids could be related to heart disease. Does this mean a switch from margarine to butter? No. In terms of heart health, margarine seems to be preferred by most health experts. Soft tub margarine (also known as a non-hydrogenated margarine) contains about 39 percent combined saturated fatty acids and *trans* fatty acids, while butter contains 71 percent. Butter also contains cholesterol.

How do you know what you are really eating when you make food choices? Look to the labels on the foods you buy and eat for the following information:

- Check the ingredient list for hydrogenated or partially hydrogenated vegetable oils. Vegetable shortening means the same thing. This will show that *trans* fatty acids are present in the food.
- On a margarine label, you may notice that the grams of saturated, monounsaturated and polyunsaturated fatty acids don't always add up to the total fat stated on the nutrition label. The *trans* fatty acid content can be estimated by the difference between these two values.

Journal Note

Which of the foods you eat contain saturated and trans fatty acids?



DID YOU KNOW?

Food labels can be used to identify low-fat foods.

A food product that is cholesterol-free may not be fat-free.

Learn more about margarine on the National Association of Margarine Manufacturers website at www.margarine.org/factsandtrivia.html.

- The current Health Canada labelling regulations do not allow any declaration regarding *trans* fatty acids on packaging or in advertising. To compare fat profiles of different products, add the saturated fatty acids and the estimated *trans* fatty acids together. The product with the lowest total for the same size serving is the better choice.



So, how can you best avoid *trans* fatty acids? Read labels or ask what types of fats are used for frying in your favourite restaurant or the school cafeteria. Eat less fat. Avoid deep-fried foods and choose lower-fat food products. And remember, headlines don't tell the whole story!

Thinning out the fat...

Should fat be avoided at all costs? Of course not. Some fat is needed to stay healthy. However, too much fat increases the risk of developing health problems, including diabetes, obesity, certain cancers and heart disease. Total daily fat intake should be monitored.

Journal Note

What strategies do you use when you make food choices?

What strategies **could** you use to make better food choices?

Why has fat been given a bad reputation? Fatty foods are often high calorie foods. When these foods are eaten in excess, calories add up quickly and can result in weight gain. Fat has a bad name because of its association with blood cholesterol levels. Too many foods with a high saturated fat content can increase blood cholesterol levels. Foods high in saturated fat are mainly of animal origin and include meats, cream, butter, whole milk and full-fat cheeses. Hydrogenated fats found in foods such as baked goods, shortening, peanut butter and hard margarines are also saturated fat. So, reducing your total fat intake and using less saturated fat can help prevent heart disease.

Source:
*Working Your Way
Through the Fat Maze:*
Canola Information
Service (Public Health
Nutritionists of
Saskatchewan).



The following strategies can help “thin out” the fat without depriving yourself of taste.

1. Taper down the fat. Do it gradually so your body can adjust to the change in fat intake. Use products containing less fat. Drink 2%, 1% or skim milk. Substitute lower fat dairy products for the higher fat varieties. For example, try yogurt or fat-reduced sour cream with your baked potato instead of sour cream.
2. Watch your meat intake. Meat is a great source of protein, iron and zinc, but it is also a source of saturated fatty acids. Eating smaller portions (100 g/3 oz.) can bring intake closer to *Healthy Eating with Canada's Food Guide* guidelines. Also, choosing restaurants or menu items that use leaner cuts, trimming off the fat, removing the skin and using low fat preparation methods (broiling, baking, roasting) will help keep meat and not fat a healthy part of your diet.
3. Be a label-reader. Ingredients are listed in decreasing order of weight. If fat appears near the beginning of the list, then the food may be high in fat. Palm and coconut oils, partially hydrogenated oils, shortening and tallow are saturated fatty acid sources to watch for on labels.
4. Shed the spread. Do you load on the margarine thinking it's healthy? Using margarine instead of butter does not reduce calories or fat, so spread it lightly. Hard margarines contain hydrogenated fat. Choose soft tub margarines since they are generally non-hydrogenated.
5. Practice pleasure-maximization. Having a higher fat food or meal once in a while won't hurt you. Hot dogs, luncheon meats and cheesecake can be enjoyed occasionally without ruining healthy eating habits. Just be sure that when you eat these foods, it's worth it to you in terms of taste and satisfaction. If not, why bother eating them at all?

Overall, healthy eating means keeping your fat intake to about 30 percent of calories, which may mean eating less fat, period. The type of fat you eat is less important. Eating less saturated fatty acids and fewer hydrogenated food products will generally affect blood cholesterol levels much more than the cholesterol present in the foods you eat. Be "fat-wise" and choose lower and better fat alternatives more often.

Making choices

One of the most powerful strategies you can use to help you make good choices and handle negative pressures is self-talk. These conversations – whether you hold them silently in your head or by talking to yourself out loud – can be positive and supportive tools. If they aren't so positive, you can work at using them in more positive ways.

- Use your self-talk to encourage yourself to choose healthy foods and develop better eating habits.
- Try not to criticize yourself when you make a less than nutritious food choice. Instead, avoid self-criticism and figure out what you could do differently next time you are faced with that kind of choice.
- Don't feel guilty about eating something you know you shouldn't. Observe what might have motivated you to make that choice and come up with some alternatives.
- Learn to think about what you like about your body and how feeling good can motivate you to eat more nutritiously and be more physically active.
- Try to notice what triggers any negative self-talk and use it as a way of turning the negative into a positive.

EXPLORE

How do you make decisions about what foods to choose? How are these decisions different in different settings – at home, at school, at the mall, when engaged in different types of activities?

What do you think puts the most pressure on teenagers to eat fast foods? Do you think these are positive or negative pressures? Why?

What are five effective strategies that teenagers could use to make healthy choices when eating away from home?

- _____
- _____
- _____
- _____
- _____

Find Information

Healthy Eating and Active Living for ages 13 to 18 provides many different strategies and tools for making healthy choices. Find it at www.healthyalberta.com/HEAL_Brochure_13to18.pdf. There are a number of other healthy eating tools at www.healthyalberta.com/906.htm.

What can you learn about ways to choose healthy foods at the grocery store? Start at *Shop Smart* at the Dietitians of Canada website at www.dietitians.ca/Your-Health/Plan-Shop-Cook/Shop-Smart.aspx. Then, visit the Eat Wise website at www.eatwise.ca to search for nutrient values of foods. You can search food products for brands, food categories and nutrients.

Find suggestions for healthy eating on the Heart & Stroke Foundation website, on the *Healthy Eating* webpage at www.heartandstroke.on.ca/site/c.pv13leNWJwE/b.6386353/k.BE45/Healthy_Kids_Healthy_eating.htm

GRADE 9: IMAGES & CHOICES

Overview

In this Grade 9 lesson sequence, students focus on stereotypes and messages that influence food choices. Students explore healthy nutritional choices and ways that healthy choices can be encouraged in school and community environments. This lesson sequence provides students with the opportunity to expand their personal understandings of good nutrition and healthy eating habits.

Rationale

Students should understand how body image stereotypes can affect eating habits and food choices. They should demonstrate an understanding of how personal food choices compare to others and how they can apply positive eating habits to broader contexts, such as school and community.

Presenting students with “I can...” statements can help focus their learning and provide a context for assessment with this lesson sequence’s activities.

Inquiry

How do images encourage or discourage healthy choices?

Key Concepts

Health habits **Ideal** **Image** **Stereotypes**

Preparation

Suggested Time: 2 to 4 50-minute class periods

The following handouts, materials and resources are used in this lesson sequence:

- Handouts
 - Student Resource 9A: KWHL Chart
 - Briefing Notes 9B: The Image of Health
- Chart paper
- Index cards
- Food product labels (*Ask students to bring examples of different food product labels from home to establish a classroom collection.*)
- Internet access and interactive whiteboard to display and share website links

“I CAN”

This Grade 9 lesson sequence encourages students to demonstrate their learning by developing understandings such as the following:

- **I can** identify stereotypes related to body image in different types of sources – media and community.
- **I can** describe and analyze strategies for reducing the effects of stereotyping on body image.
- **I can** apply strategies for encouraging healthy eating choices to personal, school and community contexts.

Grade 9 Lesson Sequence

Health & Life Skills Curriculum Connections

Inquiry

Images & Choices

How do images encourage or discourage healthy choices?

Health & Life Skills Learning Outcomes

- W-9.4** analyze and develop strategies to reduce the effects of stereotyping on body image;
e.g., health risks of altering natural body size/shape to meet media ideal
- W-9.5** develop strategies that promote healthy nutritional choices for self and others;
e.g., adopt goals that reflect healthy eating, encourage the placement of nutritious food in vending machines

Grade 9 Lesson Sequence Teaching and Learning Strategies

How do images encourage or discourage healthy choices?



Introductory Activity

Students begin by considering how images and stereotypes of the “ideal” body can be related to, and influence, their food choices. They then complete a KWHL chart that introduces and focuses on the question of how, and to what extent, idealized images can affect health-related choices.

Instructional Strategy: KWHL Chart

Group discussion, analysis and synthesis of information encourage students to draw conclusions and ask questions that lead to further research. Using a KWHL chart, students discuss and compare their ideas to link prior knowledge and understandings to further research and exploration.

PROCESS

1. Ask students to think about how they would define an “ideal” body. Is there such a thing? Reflect on and discuss questions such as the following:
 - Where do images of this “ideal” body come from?
 - Why are those images used in advertising?
 - How do you think “ideal” images of body types and/or ways of life affect teenagers?

Encourage students to consider how different types of media communicate these “idealized” images. Create a word list of what students think these “ideal” images include on the board or on chart paper.

2. Introduce the critical issue to students by writing it on the board: *How do images encourage or discourage healthy choices?* Invite students to consider how media images can send messages that influence health habits, including nutrition and food choices. Do images in media send conflicting messages (for example, *thin models advertising junk food*)? In what ways? Do images in media promote stereotypes? Encourage students to also consider any issues or pressures relating to food choices that are current, for example, the types of foods available in school vending machines or the “latest” diet. Ask students to share their ideas by listing them on the board or chart paper.
3. Ask students to complete **Student Resource 9A: KWHL Chart**. Encourage them to discuss and share perspectives, responses and ideas with the class when they have completed the chart.

One dietary message for consumers has not changed in a decade: eat less fat by keeping total fat intake in your diet to about 30 percent of total calories. This advice aims to help millions of North Americans reduce their risk of obesity and diabetes. In recent years, a new message about fat has emerged – the type of fat in the diet is also important. Eating Well with Canada's Food Guide recommends certain fats as part of a healthy diet.



DIFFERENTIATE

Students can alternatively use a Think-Pair-Share-Compare strategy to complete the KWHL chart. This strategy asks students to reflect individually on the activity, share with a partner, discuss with a small group and then share with the entire class.



Briefing Notes Activity

The Student Body, which provides animated vignettes, video clips, information for students and teachers and classroom activities, includes modules on Media and Peer Pressure and Healthy Eating. These resources can be accessed at <http://thestudentbody.aboutkidshealth.ca>.

The Health and Challenge website provides a number of resources focused on healthy eating at www.healthchallenge.ca/en/healthy-eating/resources.

Statistics Canada provides information on fruit and vegetable consumption of Canadians in the Healthy people, Healthy places report at www.statcan.gc.ca/pub/82-229-x/2009001/deter/fvc-eng.htm.

The Common Sense Media website provides online videos, including Dealing with Body Image Pressure and The Facts About Junk Food Ads, on their website at www.common sense media.org.

Media Smarts: Canada's Centre for Digital and Media Literacy also provides a number of links relating to body image at <http://mediasmarts.ca/body-image>.

Additional health resources can be accessed on the Region of Peel's School Health 101 teachers resource, found at www.peelregion.ca/scripts/school/health101.pl.

The City of Toronto Public Health's website provides a number of different documents and website links that focus on taking action towards healthier schools at www.toronto.ca/health/healthyschools/resources.htm.

The Canola Council of Canada website provides links to a number of online print resources in Canola Oil Resources at www.canolacouncil.org/publication-resources/print-resources/canola-oil-resources/.

Students read and discuss the Briefing Notes individually or with a partner. They consider how images and stereotypes can influence health habits and food choices. They focus on suggestions for making healthy food choices provided by *Eating Well with Canada's Food Guide*. Students explore ideas for applying healthy eating strategies to school and community contexts. They focus specifically on food labelling as an example of how accurate information about nutritional food content, specifically fat content, can help make healthy choices.

Instructional Strategy: Journal Pages

Reading for meaning and focusing on main points by using reflective questions can encourage students to synthesize information, critically evaluate relationships and make connections to prior knowledge and understandings. Journal note pages, integrated throughout the Briefing Notes, ask students to consider how their personal experiences relate to the information they are reading. These note pages encourage students to analyze the information in order to make comparisons and personal judgements.

PROCESS

1. Provide each student with a copy of **Briefing Notes 9B: The Image of Health**. Ask students to work individually, in pairs or with their small groups to discuss or respond in writing to the *Predict* questions at the beginning of the handout.
2. Have students read the Briefing Notes and complete the activities in the handout. Have them use the information from the Briefing Notes and their own background and knowledge to record their responses to the journal note page questions that are provided throughout the handout. Provide students with an index card to create their pocket guides.
3. Individually or as a class, discuss the questions at the end of the handout. These questions include:
 - What types of images do you encounter – in the media, your school and your community – that you think have the most influence on the food choices that teenagers make?
 - What types of images do you think would provide the most positive messages about food choices? Where would these images be used most effectively?
 - What information do you think would be most useful on food labels? Why? What could be added to food labels to make them more useful?
 - What do you think most influences the food choices that you make while you are at school or with groups of friends? What are two strategies you could use to influence others to make better food choices?



Closing Activity

Students brainstorm strategies for change and develop position statements with evidence for use in a horseshoe debate.

Instructional Strategy: Horseshoe Debate

A horseshoe debate is an informal debating strategy that encourages students to research multiple positions and perspectives, analyze evidence that supports alternatives, and present opinions and evidence. In a horseshoe debate, desks are arranged in an open semi-circle, or a horseshoe shape. Students on one half of the semi-circle are assigned the task of presenting a prepared statement and the supporting evidence on one side of the issue. Students in the other half take the opposite position. Students can be asked to take turns presenting the position and a brief summary of the evidence they have collected. Once students share their positions and evidence, the floor is opened for questions and challenges. Students can be assessed on both their research and presentation, as well as on their participation in the question and challenge component of the debate.

There are different options for structuring the debate process. Students can be asked to select the side they will present and defend and sit on that side of the semi-circle. Or, students can be asked to research and support multiple perspectives on an issue, and be assigned one perspective on the day of the debate.

Students may also be asked to stand in a horseshoe to present their position statements. As each student presents their perspective, other students can move around the horseshoe, depending on how their opinions are affected by the presenter's arguments.

PROCESS

1. Present the critical issue to students: *How do images encourage or discourage healthy choices?* Ask students to discuss what they have learned and the opinions they have encountered about the influences of images and stereotypes on eating and health habits. Then, choose a specific action or issue statement that is relevant to students and your school or community, such as "The sale of junk food should be banned in all schools" or "The use of *trans* fats should be banned in all fast foods." Alternatively, have students develop their own issue or action statement.

"Analysis and problem-solving skills can help teens make the informed choices necessary to commit to healthy eating.

Objectively examining nutrient content information allows people to assess the impact of specific foods on their overall nutrient intake. Developing skills in label reading will help teens use this information when making decisions about food.

[Eating Well with Canada's Food Guide] can be used to assess the quality of restaurant and cafeteria foods where labelling is not required. Teens who are well-versed in analyzing food records and menus using the food guide can use this skill to examine how restaurant eating will impact their overall eating pattern."

Alberta Education (2002). Health & Life Skills Guide to Implementation Grade 9 Illustrative Examples. Edmonton: Alberta Education: p. 575.

2. Define key terms in the issue statement that is selected. (*For example, if students choose to debate the issue of the sale of junk food, have them discuss and develop a classroom definition of junk food.*)
3. Discuss and negotiate how the issue statement should be debated and how the debate will be assessed. (*For example, students may be required to include supporting evidence that includes media images and advertising, food information on labels or statistics and visuals that support their side of the argument.*)
4. Have students work with a partner and use the Briefing Notes, website links and classroom resources to explore the issue question and evidence supporting different positions. Ask students to collect and organize evidence that supports these positions.
5. Have each pair prepare a position statement and evidence that responds to two conflicting sides of the issue question – one that supports the action or issue statement and the other that is against it. Encourage students to draw upon their research and learning from the lesson sequence activities.
6. Have students use their position statements and evidence to participate in a horseshoe debate.



Extension Activity

Students work individually to construct a personal view of themselves, 25 years into the future.

Instructional Strategy: Future Autobiography

Student products provide an opportunity to summarize, synthesize and communicate learning and display research results. Creating a product such as an autobiography emphasizes links between prior knowledge, background and experiences with new learnings and developing understandings.

PROCESS

1. Ask the class to brainstorm and list ways that nutritional and health choices today may affect their health and ways of life in the future. Consider the evidence that has been collected in the previous activities that indicates future consequences of healthy or unhealthy choices that are made in the present.
2. Ask students to create an autobiographical profile, between one and two pages in length, which portrays what they think their health and ways of life will be in 25 years. Work with the class to establish a format or criteria for the profile in advance, listing the elements that they should include, such as their age, their overall health status, their occupation, activities and/or looks. The profile can include visuals and written information.
3. As an optional part of this activity, have students talk to their parents about changes that they have experienced. How did they eat in school compared to how they eat today? Were there vending machines? What types of foods were available to them? Were they allowed to drink soda pop in class or school? How have the effects of the food they eat changed?
4. Alternatively, use this activity as part of a short-term and/or long-term goal setting exercise.

KWHL Chart

How do images encourage or discourage healthy choices?

There are a lot of different images out there. Advertisements, television shows and product images all influence what you choose to eat. Images that portray the “ideal” body or look can establish stereotypes and set expectations that may be good for your health...or may be unrealistic, unhealthy and dangerous. Do you think there are stereotypes of teens and their eating habits? Are these stereotypes positive or negative? How might these stereotypes influence your personal health choices?

What I Know	
What I Want to Know More About	
How I Will Find This Out	
What I Learned	

DEFINING TERMS

Write your definition for each term:

Image

Ideal

Stereotypes

Healthy habits

The Image of Health

Predict

How would you associate the word "ideal" with body and health-related messages in media?

What does the word "ideal" mean to you when you think about your body and your health?

Journal Note

What images of teens do you notice in the media? What messages do these images promote?

It's easy to find images of teenagers in the media. How are teenagers represented? There are a multitude of advertisements targeted at teens – telling them to buy something, dress in a certain way, try a new makeup product or start on a weight loss program. One of the strongest messages these images promote is to be thin. In many media messages, being thin is often associated with being happy, beautiful, successful and popular. In real life, however, people who are happy with their lives come in all shapes and sizes.

Often, teens are exposed to images that send messages that may encourage them to change their eating habits. Some of these messages can be positive, while others can be negative. Diets can lead to positive eating habits – increasing the consumption of vegetables and fruit, eating foods with more fibre and less fat, or changing snack food choices. However, diets can also encourage poor choices, such as skipping meals, not eating enough to fulfil nutritional requirements or not balancing food choices.

Some teens may turn to dieting to try to change their bodies because they may believe that if they are thinner, they will feel better about themselves. Unfortunately, this type of dieting rarely works. Dieting can even result in weight gain for some people when they finish. Teens who diet are often more concerned with how they look than their health. And this can lead to weight-loss goals that are not healthy.

Teens are still growing and need the right amount of nutrients to be healthy. Eliminating entire food groups or taking in too few calories when they are still developing can have serious negative effects on their health.



Fast facts about teens and dieting

DID YOU KNOW?

About one-half (one in every two) of teenage girls and one-quarter (one in every four) of teenage boys have tried dieting to change the shape of their bodies.

More than one in three girls (about 33 percent) who are actually at a healthy weight still try to diet.

Teens who diet may not be as psychologically healthy as other teens. Compared with teens who don't diet, teens who diet:

- Are more unhappy with their weight
- Tend to "feel fat" even if they are not
- Have lower self-esteem
- Feel less connected to their families and schools
- Feel less in control of their lives
- Are more likely to engage in unhealthy weight loss behaviours such as using diet pills, laxatives or vomiting after meals
- Are more likely to have a parent who criticizes their weight, encourages them to diet or who is preoccupied with weight themselves.

Source:

Dieting: Information for parents, teachers and coaches: Caring for Kids. www.caringforkids.cps.ca/handouts/dieting_information_for_parents

Healthy weight - What is success?

"Success is eating well, being active and feeling good about ourselves. Success is not a lower number on the scale or a smaller dress size achieved by starving ourselves or over-exercising.

"Diets" teach us that there are good and bad foods. But many dietitians agree that there are no "forbidden" foods. Dieting can be dangerous, deprive us of important nutrients and leave us tired and irritable.

Journal Note

What images of teens do you notice in the media?
What messages do these images promote?

Source:

"Freedom From Dieting (June 2000)." *Nutrition Matters*. Toronto Public Health, Region of Peel Health Department and York Region Health Services. www.toronto.ca/health/pdf/nutrmatters_fromdiet4web.pdf

It can isolate us socially and set us up for future weight gain as well as a sense of failure. Healthy eating is not about "should" or "should not," nor is it about depriving ourselves. It is important to tune-in to our "natural" hunger and stop feeling guilty for enjoying food.

Weight control is a myth! What we eat, how much we eat and how active we are play a role in determining our weight. But, there are also things that we cannot control such as our genetic background, our age and our health - all factors that influence our weight. It is important to realize that people can be healthy at a number of weights.

The easiest way to maintain a healthy weight is to improve our eating and activity habits. The real solution is to enjoy all foods in moderate quantities and commit to regular exercise. When our expectations are realistic and we do not try to follow strict eating plans we have a better chance of achieving lasting success."

In pursuit of the "ideal" body

The Myth...

"Wow! You look good. Have you lost weight?" This type of message is only one example of the pressures that exist in our society to be thin. The images that surround us communicate the idea that an "ideal" female is popular, happy, successful... and thin. The "ideal" male is muscular, powerful, happy... and lean. If we have the "perfect" body type, then we can have the "perfect" life.

The Reality...

At the same time that media messages and images promote the "ideal" body and life, current research shows that Canadians are more obese and heavier than ever before. A Heart and Stroke Foundation survey of almost 2 000 Canadians found that 62 percent reported intentionally losing five or more pounds over the past five years but failed to keep the weight off. And 70 percent of those who were overweight or obese regained all or even more pounds after their weight-loss efforts.

"Obesity and overweight have become one of the leading public health concerns in Canada," stressed Dr. Marco Di Buono, Director of Research, Heart and Stroke Foundation of Ontario. "We know that within the past 30 years, the prevalence of obesity doubled among those ages 40 to 69 and tripled among those 20 to 39."

- According to a 2002 survey, 1.5 percent of Canadian women aged 15 – 24 years had an eating disorder.
- Four percent of boys in grades nine and ten reported anabolic steroid use in a 2002 study, showing that body preoccupation and attempts to alter one's body are issues affecting both men and women.
- Children learn unhealthy, but widely accepted or **mainstream** attitudes towards food and weight at a very young age. In a study of five-year-old girls, a significant number of girls associated a diet with food restriction, weight-loss and thinness.

Source:

Canadians trapped on weight-loss rollercoaster: Heart and Stroke Foundation. www.heartandstroke.com/site/apps/nlnet/content2.aspx?c=jkIQLcMWWJtE&b=3485819&ct=8136053

- 37 percent of girls in grade nine and 40 percent in grade ten perceived themselves as too fat. Even among students of normal-weight, 19 percent believed that they were too fat, and 12 percent of students reported attempting to lose weight.
- The fashion industry has long used only female models who are tall and very thin; however, male models are now facing increasing pressure to be very thin.
- Body-based teasing can have a serious impact on girls' attitudes and behaviours. According to one study, girls who reported teasing by family members were 1.5 times more likely to engage in binge-eating and extreme weight control behaviours five years later.
- Dieting for weight loss is often associated with weight gain, due to the increased incidence of binge-eating.

Journal Note

What images of teens do you notice in the media? What messages do these images promote?

What do you consider to be unhealthy foods?



Source:

Understanding Statistics on Eating Disorders: National Eating Disorder Information Centre (NEDIC). www.nedc.ca/knowthefacts/statistics.shtml

Images of nutrition

Nutrition may not seem to be the most important thing in your life right now, but it is extremely important to your health and well being. During adolescence, your body is going through a period of change and growth and requires essential vitamins and minerals. Your total nutrient needs are at their highest point. This is true for all teenagers – but some studies have found that teenagers do not always pay enough attention to what they are actually eating!

You may be aware of the guidelines that are recommended by *Eating Well with Canada's Food Guide*, but do you know that they provide specific recommendations for adolescents?

EXPLORE

Find your age and gender in this chart and identify how much food you need. Make a pocket guide for yourself.

- Use an index card, folded in half.
- On the outside of the index card, identify the number of servings of each food group that is recommended for your age.
- On the inside, describe goals for yourself for maintaining a healthy personal body image.

Recommended Number of Food Guide Servings per Day

Age in Years	Children			Teens		Adults			
	2-3	4-8	9-13	14-18		19-50		51+	
	Sex			Females	Males	Females	Males	Females	Males
Vegetables and Fruit	4	5	6	7	8	7-8	8-10	7	7
Grain Products	3	4	6	6	7	6-7	8	6	7
Milk and Alternatives	2	2	3-4	3-4	3-4	2	2	3	3
Meat and Alternatives	1	1	1-2	2	3	2	3	2	3

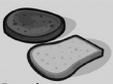
The chart above shows how many Food Guide Servings you need from each of the four food groups every day.

Having the amount and type of food recommended and following the tips in *Canada's Food Guide* will help:

- Meet your needs for vitamins, minerals and other nutrients.
- Reduce your risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis.
- Contribute to your overall health and vitality.

What is One Food Guide Serving?

Look at the examples below.

 <p>Fresh, frozen or canned vegetables 125 mL (½ cup)</p>	 <p>Leafy vegetables Cooked: 125 mL (½ cup) Raw: 250 mL (1 cup)</p>	 <p>Fresh, frozen or canned fruits 1 fruit or 125 mL (½ cup)</p>	 <p>100% Juice 125 mL (½ cup)</p>		
 <p>Bread 1 slice (35 g)</p>	 <p>Bagel ½ bagel (45 g)</p>	 <p>Flat breads ½ pita or ½ tortilla (35 g)</p>	 <p>Cooked rice, bulgur or quinoa 125 mL (½ cup)</p>	 <p>Cereal Cold: 30 g Hot: 175 mL (¾ cup)</p>	 <p>Cooked pasta or couscous 125 mL (½ cup)</p>
 <p>Milk or powdered milk (reconstituted) 250 mL (1 cup)</p>	 <p>Canned milk (evaporated) 125 mL (½ cup)</p>	 <p>Fortified soy beverage 250 mL (1 cup)</p>	 <p>Yogurt 175 g (¾ cup)</p>	 <p>Kefir 175 g (¾ cup)</p>	 <p>Cheese 50 g (1 ½ oz.)</p>
 <p>Cooked fish, shellfish, poultry, lean meat 75 g (2 ½ oz.)/125 mL (½ cup)</p>	 <p>Cooked legumes 175 mL (¾ cup)</p>	 <p>Tofu 150 g or 175 mL (¾ cup)</p>	 <p>Eggs 2 eggs</p>	 <p>Peanut or nut butters 30 mL (2 Tbsp)</p>	 <p>Shelled nuts and seeds 60 mL (¼ cup)</p>

Find Information

Take an online guided tour of *Eating Well with Canada's Food Guide* at www.hc-sc.gc.ca/fn-an/food-guide-aliment/tour/index_e.html.

Check out the following links:

- Food Guide Basics
- Choosing Foods
- Using the Food Guide
- Maintaining Healthy Habits

For more information on healthy eating and activities, try these links:

Find out about healthy activity levels in the *Canadian Physical Activity Guidelines* and the *Canadian Sedentary Behaviour Guidelines* from the Canadian Society for Exercise Physiology at www.csep.ca/english/view.asp?x=804. What are the common messages in these two sets of guidelines?

Watch a video on *Dealing with Body Image Pressure* from Common Sense Media at www.common sense media.org/videos/dealing-body-image-pressure. Watch *Body Image Matters to Boys* at www.common sense media.org/videos/body-image-matters-boys.

Explore the *Body Image* page and links on the Media Smarts website at <http://mediasmarts.ca/body-image>.

Explore information about body image, healthy eating, weight loss and diets on the Region of Peel Public Health website. Start at *My Body Shape* at www.region.peel.on.ca/health/eating/weight/myshape.htm. Explore *Stress and Body Image* at www.region.peel.on.ca/health/commhlth/bodyimg/stress.htm. Find out about healthy weight in *Do You Have a Healthy Weight?* at www.region.peel.on.ca/health/commhlth/bodyimg/weight.htm.

Get the right image from foods

Are "unsweetened" or cholesterol-free products better for you? Can "calorie-reduced" or "fat-reduced" products help achieve healthy eating goals? What is the difference between "high" and "very high" sources of dietary fibre? And, what does "light" really mean?

According to the Canadian Council of Food and Nutrition, an organization that monitors consumers' knowledge, attitudes and behaviours toward food and nutrition, healthy foods are nutritious, fresh and balanced. However, consumers do not always read or understand label information. Fortunately, it isn't as hard as it seems at first glance. Once you know the basics, reading food labels will help you make healthier food choices.

A 2008 survey from the Canadian Council of Food and Nutrition shows that Canadians are most influenced in their food choices by the following:

- Low trans fat content (80%)
- Made with whole grains (78%)
- Low in sugar content (72%)
- Low in salt or sodium content (71%)
- Presence of omega-3 fatty acids (58%)
- Whether a food is organically grown (41%).

Canadians are knowledgeable about nutrition and the role of fat, fibre and cholesterol in food. They obtain food and nutrition information most from the following sources:

- Food and product labels (68%)
- The internet (51%)
- Magazines, newspapers and books (46%).

Source: *The Canadian Consumer: Behaviour, Attitudes and Perceptions Toward Food Products*: Agriculture and Agri-Food Canada (May 2010). www.gov.mb.ca/agriculture/statistics/food/canada_consumer_report_en.pdf

Use the chart below to explore what food labels and "slogans" really mean. Then, use the microwave popcorn food label and the information that follows to analyze its nutrition information.

The label says	What it really means
Fat and Cholesterol	
Cholesterol-free	No more than 3 mg of cholesterol per 100 g, and must meet the standard for "low in saturated fatty acids"
Fat-free	No more than 0.1 g of fat per 100 g
Low in cholesterol	No more than 20 mg cholesterol per serving, and must meet the standard for "low in saturated fatty acids"
Low in fat	No more than 3 g of fat per serving
Low in saturated fatty acids	No more than 2 g saturated fatty acids per serving; no more than 15% of total energy derived from saturated fatty acids
"Lean" ground beef	Maximum 17% fat content
"Medium" ground beef	Maximum 23% fat content
"Regular" ground beef	Maximum 30% fat content
Calories and Sugar	
Calorie-free	Contains no more than 1 calorie per 100 g
Calorie-reduced	Contains 50% fewer calories than the regular (not calorie-reduced) version
Low-calorie	Contains 15 calories or less per serving
Low in sugar	No more than 2 g of sugar per serving
No sugar added/unsweetened	May contain naturally present sugar, but has no sugar added
Sugar-free	No more than 0.25 g of sugar per 100 g; no more than 1 calorie per 100 g
Source of energy	Contains at least 100 calories per serving
Fibre	
Source dietary fibre	At least 2 g of fibre per serving
High source of dietary fibre	At least 4 g of fibre per serving
Very high source of dietary fibre	At least 6 g of fibre per serving
Salt and Sodium	
Low sodium	Contains 50% less sodium than the regular product; no more than 40 mg of sodium per 100 g; no salt added
No added salt/unsalted	No salt added, and none of the ingredients contains a large quantity of salt.
Salt-free/sodium-free	Contains no more than 5 mg of sodium per 100 g



DID YOU KNOW?

Food labels list the ingredients by order of weight in the product. If fat is one of the first ingredients listed, you know it is a high-fat product. Palm, palm kernel, coconut oils, butterfat, and tallow are sources of saturated fatty acids to watch out for on labels.

MICROWAVE POPPING CORN

NUTRITION INFORMATION 1 serving =per 24 g (3 cups popped)

ENERGY.....	82Cal/343KJ
PROTEIN.....	2.3 g
FAT.....	3.1 g
POLYUNSATURATES.....	2.0 g
MONOUNSATURATES.....	0.8 g
SATURATES.....	0.3 g
CHOLESTEROL.....	0 mg
CARBOHYDRATE.....	12 g
SODIUM.....	70 mg
POTASSIUM.....	83 mg

Cholesterol-Free

INGREDIENTS: Popping Corn, Partially Hydrogenated Canola Oil, Salt, Natural Flavor.

Make sense of food labelling

- Check the serving size. Typically, serving size or suggested serving size is on the product label. The nutrient profile is based on the serving size.
- Watch for invisible fat in foods.
- Carefully read labels when the food claims to be “cholesterol-free” or “lite.” Cholesterol-free doesn’t necessarily mean fat-free. “Lite” may refer to colour, texture or taste. Check the label to see if it is lower in calories and fat.
- Fat content of dairy products is listed as **MF** (milk fat) or **BF** (butter fat).
- Check levels of each **fatty acid**: saturated, polyunsaturated and monounsaturated.
- Is the product hydrogenated? **Hydrogenation** is a process used in the production of some margarines and shortenings. According to recent medical findings, hydrogenation can produce types of fat called **trans fatty acids**. Studies have shown that *trans* fatty acids may raise **LDL** (bad) cholesterol while lowering **HDL** (good) cholesterol. Currently, Health Canada’s labelling regulations do not require a declaration of *trans* fatty acids on packaging or advertising. However, many producers who want to promote “*trans* fat free” products include this on their labels.
- Check the ingredient list for hydrogenated or partially hydrogenated vegetable oils or shortenings. The ingredient list will give some indication whether *trans* fatty acids are present in the food.
- On a margarine label, you may notice that the grams of saturated, monounsaturated and polyunsaturated fatty acids don’t always add up to the total fat stated on the nutrition label. The *trans* fatty acid content can be estimated by taking the difference between these two values. To compare fat profiles of different products, add together the saturated fatty acids and the estimated *trans* fatty acids. The product with the lowest total for the same size serving is the better choice.
- An easy way to determine how many grams of fat you may eat during the day is to divide your weight (in pounds) by two. If you weigh 130 pounds, then your fat goal for the day is about 65 grams. (Your maximum daily fat intake can be used only if you are within a recommended weight for your height.) The decision to eat a serving of microwave popping corn depends on whether you want to “spend” 3.1 grams of your 65 gram allotment.



DID YOU KNOW?

Fat is hidden in foods such as protein bars, pastries, cookies, cake, cheese, hot dogs, french fries, ice cream and crackers.

Journal Note

How much attention do you pay to food labelling?

How much attention do you think you should pay to food labelling?

- The fat content provided on the nutrition label can be used to determine the percentage of calories provided by fat in this food product. Note that the total number of grams of fat in a single serving of microwave popping corn is 3.1 g. We can use the conversion factor (1 gram of fat = 9 calories) to determine that about 34 percent of the calories in a serving of microwave popping corn comes from fat. Here's how the calculation was made:
 - 3.1 g x 9 calories per gram of fat = 27.9 calories from fat
 - 27.9 calories from fat divided by 82 calories/serving = 0.3402 x 100 = 34.02 percent
 - Round 34.02 percent to 34 percent
- Use the following steps to figure how many grams of fat you are allowed daily to keep your intake under 30 percent of total calories: Begin by setting your caloric goal for the day. For example, you may decide that your caloric goal is 1 800 calories for the day. First, multiply 1 800 calories by 30 percent: 1 800 calories x .30 means that 540 calories of your caloric goal can come from fat. Next, convert your fat calories to grams of fat, using the following conversion factor: 1 gram of fat = 9 calories. We can determine the number of grams of fat with the following calculations:

$$540 \text{ calories} \quad \times \quad \frac{1 \text{ g of fat}}{9 \text{ calories}} \quad = \quad \frac{540}{9} \quad = \quad 60 \text{ grams of fat}$$

In this example, you may eat 60 grams of fat during the day and keep the total amount eaten under 30 percent of total calories if your caloric goal is 1 800 calories.

Six Reasons to Put a Little Fat in Your Diet

How much fat should I eat to achieve the current recommended daily intake of 30 percent or less energy?

If you consume this many calories or energy daily	Eat no more than this amount of total fat daily to achieve a dietary intake of less than 30% of energy from fat
Kcal	grams
1500	50
1800	60
2000	67
2300	77
2500	83
2800	93
3200	107
3800	127

	% Daily Value
Fat / Lipides 4.5 g*	
Saturates / saturés 2.5 g + Trans / trans 0.2 g	
Cholesterol / Cholestérol	
Sodium	

Finding the fat

Most packaged foods carry some nutrition information on their labels. Learning to understand various nutrition claims is an important step in making healthy food choices. Remember, ingredients are listed by weight with the heaviest ingredient first. Begin by looking at the list of ingredients. Compare the following labels:

Minestrone Soup: Water, red kidney beans, white beans, lima beans, carrots, potatoes, celery, cabbage, green beans, tomato paste, chickpeas, macaroni, salt, canola oil, onions, olive oil, garlic, spices.

Creamy Mushroom Soup: Water, mushrooms, vegetable oil, cream, butter, flour, potato starch, salt, onions, garlic.

Minestrone soup contains both canola and olive oil, but the ingredients appear close to the end of the list. You can assume that the soup is not too high in fat. On the other hand, creamy mushroom soup has vegetable oil, butter and cream as the third, fourth and fifth ingredients. This means fat is a major ingredient in the product. Knowing the various names of fat is also important. Fat may be listed as lard, tallow, cream, shortening, coconut or palm oil, or as mono- or diglycerides. Also look at the number of times fat shows up on the ingredient list. When taken together, small amounts of several kinds of fat may make the product high in fat.

What about “light” products? A food labelled as “light” or “lite” must be at least 23 percent lower in the nutrient being promoted than the “regular” product. Be aware, however, that while some light products are lower in calories per serving, they may still be high in fat. Take light cream cheese for example. It is lower in fat and calories than a regular cream cheese but even the “light” variety cannot be considered a low fat item. Also check the serving size when comparing light products to regular items. Sometimes you find the “light” product is lighter because the serving size is smaller. If you continue to eat your usual portion you may as well stick with the regular variety.

Consumers recognize canola oil for its nutritional attributes

as it contains the lowest level of saturated fatty acids of any vegetable oil. It is high in monounsaturated fatty acids, which have been shown to reduce blood cholesterol levels, and has moderate levels of essential polyunsaturated fatty acids. It is also a rich source of vitamin E. Like all vegetable oils, canola oil is cholesterol- free.

These qualities are important in a healthy diet. Fats and oils, such as canola, play an essential role in human nutrition. Fat is part of every cell in the body, a valuable source of energy, aids in absorption of the fat-soluble vitamins A, D, E and K, as well as beta-carotene, and slows digestion so that you feel full for a longer period.

Canola is not rapeseed - canola oil comes from canola plants!

It may look the same on the outside but it's very different on the inside where it matters. Plant scientists used traditional plant breeding methods to get rid of rapeseed's less nutritional qualities. A very small amount of rapeseed is still grown under contract specifically for industrial uses, including environmentally friendly lubricants.

Canola is grown in Canada, USA, Australia and Europe. Canola plants grow anywhere from one metre to two metres tall and produce yellow flowers which, in turn, produce seed pods. The seed pods are about one-fifth the size of pea pods and contain about twenty tiny round black or brownish-yellow seeds. Each canola seed is approximately 40 percent oil. The seeds are crushed to obtain canola oil for human consumption and the remainder is processed into canola meal, which is used as a high protein livestock feed. Canola oil meets strict quality standards determined by industry and government regulatory agencies.

Source:
Public Health
Nutritionists of
Saskatchewan.

Are “no cholesterol” or “cholesterol-free” products good choices? People believe cholesterol is unhealthy and they try to avoid it. What they may not understand is that cholesterol, by itself, is not the full story. It is the total fat content, including the total saturated fat, of the diet that is harmful. Advertising can increase the confusion. French fries may not be made without cholesterol but turning a plain potato into french fries certainly increases the fat. It is the total amount of fat we eat, including the total amount of saturated and *trans* fats, and not only the amount of cholesterol that is the real problem for heart disease and weight control.

EXPLORE

- **What types of images do you encounter – in the media, your school and your community – that you think have the most influence on the food choices that teenagers make?**

- **What types of images do you think would provide the most positive messages about food choices? Where would these images be used most effectively?**

- **What information do you think would be most useful on food labels? Why? What could be added to food labels to make them more useful?**

- **What do you think most influences the food choices that you make while you are at school or with groups of friends? What are two strategies you could use to influence others to make better food choices?**

Work with a partner or in a small group to create a “How to Use a Food Label” poster:

- **Examine different food labels and use a food label format as the primary visual on your poster. Create a title and slogan that explains why and how food labels are provided on food products.**
- **Around the visual, write key messages about using food labels to make healthy food choices.**
- **Add sentences or visuals that reflect other strategies for maintaining a healthy diet and self image to your poster.**

OR

Work with a partner or in a small group to create a “How to Be More Aware of Your Food Choices” poster, targeted at your peers in your school or community settings:

- **Choose a visual to communicate the main message of your poster. Create a title and slogan that explains why it is important to think about the foods you eat.**
- **Around the visual, write key messages about the food choices that are available in the school or community and how to tell whether they are healthy or unhealthy choices. Include examples, such as how a few poor food choices can "eat up" much of your daily caloric allowance.**
- **Add sentences or visuals that reflect strategies for promoting healthy habits.**

Find Information

Explore Health Canada’s interactive nutrition label and then take the quiz at www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/cons/interactive-eng.php.

Explore the information in Using the *Nutrition Facts table: % Daily Value* to find out how to read a nutrition label for daily caloric and nutrient values at www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/cons/fact-fiche-eng.php.

Find out more about nutritional labelling guidelines in Canada at www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/cons/index-eng.php.

Read about canola and the nutrition facts label in the canolainfo.org fact sheet at www.canolainfo.org/quadrant/media/health/pdfs/canola-label-CDN.pdf.

What should you know about canola’s role in fat intake? Follow the sidebar links and view the videos and fact sheets available on the *Health & Nutrition* page on the canolainfo.org website at www.canolainfo.org/health/index.php.

Explore the canola oil resource links available on the Canola Council of Canada website at www.canolacouncil.org/publication-resources/print-resources/canola-oil-resources/. What nutritional benefits can canola oil provide?

The Heart and Stroke Foundation also provides information about food labelling at provides information about reading the nutrition facts on food packaging at www.heartandstroke.com/site/c.ikiQLcMWJtE/b.4391511/k.5226/Health_Check_Nutrition_Facts_table.htm.

American Heart Association provides links to a number of public awareness pages, including the *Bad Fats Brothers* game. Access these links at www.informz.net/heart/archives/archive_422395.html

What do dietitians recommend about nutritional decision-making? Explore the links on the *Dietician's Views* page in the Dietitians of Canada website at www.dietitians.ca/Dietitians-Views.aspx.

Check out the healthy eating and active living strategies on the Government of Alberta's *Healthy U* website at www.healthyalberta.com/default.htm.

Find ideas on strategies for making healthier food choices at school in *Your Guide to Healthier Food Choices at School*, accessed at www.reachinregina.ca/food_choices_school.pdf.

