

Food and nutrition sample plans

These are sample long-term plans for developing aspects of home economics in the food and nutrition key area of learning for years 9-10.

Teachers will develop appropriate activities to meet the following learning outcomes and achievement objectives detailed below. Most of these achievement objectives are at level 5, but teachers may need to select objectives from other levels to design learning outcomes that meet the needs of their students.

Achievement objectives*	Learning outcomes
Year 9	
<p>Unit One (Weeks 1–2) In order for students to develop:</p> <ul style="list-style-type: none"> the skills needed to prepare food successfully and safely at a personal level and as a shared responsibility; 	<p>Students will need to:</p> <ul style="list-style-type: none"> investigate policies in the school that can support food hygiene and safety (5D2); practise food care and safety procedures (5A3);
<p>Unit Two (Weeks 3–10) In order for students to develop:</p> <ul style="list-style-type: none"> knowledge and understanding of the nutrition required by people across all age groups for growth and development; knowledge, understanding, and skills for selecting and preparing food, and eating patterns that reflect health-enhancing attitudes towards nutrition. 	<p>Students will need to:</p> <ul style="list-style-type: none"> describe the role that food plays in the physical, emotional, and intellectual processes of growth, and relate these to their own needs (5A1); describe how media messages about body shape and size can influence food choices and feelings of self worth (4A4); develop an action plan to ensure that identified food needs are met in all dimensions of hauora (5A1); identify issues associated with family eating patterns and describe the options to bring about necessary changes (5C1); describe how food and exercise contributes to a balanced lifestyle (5A2); investigate how societal influences may impact on food choices and the well-being of the school community (5D1).
Year 10	
<p>(Weeks 1–10) In order for students to develop:</p> <ul style="list-style-type: none"> understanding of how nutrition, exercise and well-being are related; knowledge and understanding of the cultural significance of food, and of rituals associated with food and nutrition; knowledge, understanding, and skills for selecting and preparing food, and of eating patterns that reflect health-enhancing attitudes towards nutrition; knowledge of the costs associated with buying and preparing food, and of the skills necessary to meet nutritional needs on a limited budget; skills needed to prepare food successfully and safely at a personal level and as a shared responsibility. 	<p>Students will need to:</p> <ul style="list-style-type: none"> describe how food and nutrition, and regular physical exercise, can contribute to a balanced lifestyle (5A2); demonstrate an understanding of how attitudes and values about food vary between cultures (5C2); demonstrate ways of supporting the food choices of people from diverse cultures (5C3); investigate how media, culture, family traditions and peer pressure influence food choices and their effect on health and well-being (5D1); investigate and evaluate food and nutrition practices and policies in the school community and, using an action plan approach, address those that affect their well-being (5D4); practice food preparation procedures in a range of contexts to minimise risk (5A3).

* See page 40 of *Health and Physical Education in the New Zealand Curriculum*.