

## FINAL COURSE CULMINATING ASSIGNMENT

Topic: Food Tracking and Assessment

Type: Personal Dietary Patterns Analysis and Reflection

### **Overall Expectations:**

#### **A. RESEARCH AND INQUIRY SKILLS**

A1. Exploring: explore topics related to food and culture, and formulate questions to guide their research; A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods; A3.

Processing Information: assess, record, analyze, and synthesize information gathered through research and inquiry; A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

#### **B. CULTURE, FOODS, AND FOOD PRACTICE**

B1. Food Choices: demonstrate an understanding of the factors that influence food choices, with reference to a variety of cultures; B2. Food Guidelines: demonstrate an understanding of the key recommendations in Canada's Food Guide and the food and nutrition guidelines of other countries; B3. Culture and Food Habits: demonstrate an understanding of the influence of culture on how people obtain, prepare, serve, and consume food

#### **C. FOODS AND FLAVOURS**

C2. Sources of Foods: demonstrate an understanding of the sources of foods eaten in Canada and in various other countries/cultures

#### **D. FOOD-PREPARATION SKILLS**

D4. Kitchen Literacy and Numeracy: demonstrate the literacy and numeracy skills required in food preparation.

### **LEARNING GOALS**

Students will be able to...

- Review a Food Guide of my choosing and determine the specific eating recommendations provided;
- Use the Food Guide to analyze the results of my 3-day diet record and determine how improvements might be made;
- Make connections between the essential questions for the assignment and the content I have learned throughout the course and have gathered through other scholarly resources;
- Use correct terminology associated with food, nutrition, and health;
- Use appropriate social science research in evaluating and determining the results of my personal dietary records
- Develop the results of my analysis and reflection into my personal eating habits and make a well-informed conclusion about my own health, nutrition, and well-being.

### **SUCCESS CRITERIA**

I am successful when...

- I have determined the Food Guide I will use in the assessment of my personal eating habits;
- I have understood the assignment and have identified the information required to complete the task;
- I seek clarification of concepts/ expectations that I am unsure of;
- I have used the information from the course units and other scholarly sources to complete the assignment by effectively developing my report in response to the question prompts (combine and organize information from a range of sources; complete analysis and reflection report; review the RUBRIC for grading guidelines);
- My final food report is at least 3-5 pages double spaced; includes all of the headings provided below; and is written in size 12, Times New Roman font
- I have submitted to the teacher AT LEAST 2 drafts of my finished assignment before my final submission

**Project description:** This Dietary Patterns Report assignment is designed to help you assess your own personal dietary patterns and food choices and make recommendations for improvement based on thorough research on food and nutrition. This assignment will reinforce what you have learned throughout the course and provide a better understanding of how to keep track of your health and well-being.

☐ **1. 2-Day Food Record**

☐ **2. Nutrient and Health Analysis and Reflection**

☐ **3. International Dish**

(optional but if you do, a % bonus will be added to your final grade)

## 1. 2-DAY FOOD RECORD

The purpose of this assignment is to apply what you have learned throughout the Food and Culture course through an evaluation of your dietary intake. This will involve meticulously recording your intake of all foods and beverages over a three-day period and then comparing it to the Dietary Reference Intakes and a Food Guide of your choosing.

<b>Step 1</b>	<p>You will be recording your food and beverage consumption over a <b>2-day timeframe</b>. At the end of the recording period you will analyze your food habits by using a variety of scholarly resources, including a Food Guide. <b>Choose the Food Guide</b> that you will use to compare your own eating habits to. You may choose the <i>Canada's Food Guide to Healthy Eating</i> or a Food Guide of a country of your choosing.</p> <p><b><u>Locate the Food Guide and attach a copy of it as part of your assignment submission.</u></b> Now that you have a copy of the Food Guide, <u>review the Food Guide</u>, study the eating recommendations including numbers of daily/monthly servings, portion sizes, ETC.</p>
<b>Step 2</b> Part 1	<p>Track your eating habits for a 3-day period. <b>Select 1 weekday and 1 weekend day</b> to record your food and beverage intake.</p> <p>It helps to record all intakes as they occur. Recoding intakes at the end of the day tends to result in unintentional underreporting/ forgetting. <b>Be sure to include EVERYTHING that you eat and drink, including water.</b></p> <p>For each day you will record the following important information:</p> <ul style="list-style-type: none"> <li>- Food item</li> <li>- Proper food guide categories</li> <li>- Serving sizes indicated</li> <li>- Total daily servings calculated</li> </ul> <p><b>TIPS:</b></p> <ul style="list-style-type: none"> <li>✓ Estimate your portion sizes as accurately as you can. It is even a good idea to measure something if you are not sure (i.e. breakfast cereal).</li> <li>✓ The food labels on food will be helpful for interpreting portion size. If you eat out, estimating portion size may be difficult, but be as accurate as you can be.</li> </ul>

- ✓ List all of the ingredients separately in combination foods like a salad or a sub sandwich.
- ✓ Be sure to include any coffee, sugar, creamer, butter, salad dressing, added salt, chewing gum, etc.
- ✓ DO NOT include any vitamin/mineral supplements and/or protein shakes you take.

### ONLINE RESOURCES FOR TRACKING NUTRITION:

- [https://www.canada.ca/content/dam/hc-sc/migration/hc-sc/fn-an/alt\\_formats/fnihb-dgspni/pdf/pubs/fnim-pnim/2007\\_fnim-pnim\\_food-guide-aliment-eng.pdf](https://www.canada.ca/content/dam/hc-sc/migration/hc-sc/fn-an/alt_formats/fnihb-dgspni/pdf/pubs/fnim-pnim/2007_fnim-pnim_food-guide-aliment-eng.pdf)

#### SAMPLE ONE-DAY MENU FOR EMILY, A 16-YEAR-OLD FEMALE

	Recommended Daily Food Guide Servings			
	Vegetables and Fruit	Grain Products	Milk and Alternatives	Meat and Alternatives
Female 14 - 18 years	7	6	3-4	2

Foods	Number of Food Guide Servings				
	Vegetables and Fruit	Grain Products	Milk and Alternatives	Meat and Alternatives	Added Oils and Fats
<b>Breakfast</b> • 1 whole wheat tortilla with 15 mL (1 Tbsp) peanut butter • 1 banana • 250 mL (1 cup) skim milk	1	2	1	1/2	
<b>Snack</b> • 1 apple • water	1				
<b>Lunch</b> • tuna salad sandwich (30 g or 1 oz of tuna and mayonnaise) on 2 slices of rye bread • 125 mL (1/2 cup) orange juice • 125 mL (1/2 cup) baby carrots with dip	1 1	2		1/2	✓ ✓
<b>Dinner</b> • 500 mL (2 cups) spinach salad with 125 mL (1/2 cup) strawberries and kiwi and 60 mL (1/4 cup) almonds • salad dressing • 1 whole wheat bagel • 50 g (1 1/2 oz) cheese • 250 mL (1 cup) skim milk	2 1	2	1	1	✓
<b>Total Food Guide Servings for the day</b>	<b>7</b>	<b>6</b>	<b>3</b>	<b>2</b>	

### Step 2 Part 2

After you have collected your 2-day food record, you will analyze your eating habits based on what you have learned throughout the course and the information you learn through other academic resources you acquire.

**While** you track your eating patterns it is important to consider the following in order to prepare for the analysis and reflection portion of the assignment:

- What are the nutrients that you are lacking in?
- Do you follow the recommended number of servings from the Food Guide?
- What problems may you have in the future if your eating habits stay the same?

## 2. NUTRIENT & HEALTH ANALYSIS AND REFLECTION

**You will prepare a detailed meal analysis of two days**, in other words, assess the food eaten throughout the entire day (breakfast, lunch, dinner, snack(s)) for two days recorded dietary intakes. The report will discuss your findings and recommendations for better health and well-being.

**Organize your report (analysis and reflection) under the following headings:**

- Introduction (1 paragraph)

**Explain** what you will be doing in the assignment. You may include notes, wonderings and findings that you wish to share and briefly explore.

- Personal Food Habits and the Food Guide (1 – 2 paragraphs)

**Compare** your personal intake of TWO days with the requirements of males or females in your age group. Discuss/analyze what the food guide suggests for your required daily servings of food. Determine where you stand vs. recommendations for each nutrient. *What types of foods could you eat to meet the required servings for each food group?* Remember this will change based on age, gender, level of physical activity, therefore be sure to review the appropriate information.

1) Do you think the recommended calories and servings is accurate to meet your diet and exercise needs? Did you consume more or less than the recommended?

2) What is the macronutrient comparison like? Did you consume the recommended amounts? What foods would help increase them (list a few)?

3) Did you meet your water and fiber recommendations? What are good food sources of these nutrients?

- Reflection on Your Personal Eating Habits (2 paragraphs)

**Respond** to the following inquiry questions:

1) Were your results good or could you use improvements? What areas are you lacking on?

2) Discuss your exercising habits: do you think you are getting enough exercise for what you are eating? Are you getting at least 30 minutes a day? What areas are you working to improve with your daily exercise?

3) What could you do to improve your eating habits? List and explain **three** recommendations for improving your own personal eating habits.

4) List and discuss **two** ways you plan on *implementing* changes to your diet in order to improve your health and well-being. (HOW?)

5) How does your culture/ heritage influence the foods you consume? Do you prepare and cook your own food, if so, how does cultural traditions and/or practices impact this area of your life? How does the interplay of food and culture create meaning and promote well-being in your life?

- Conclusion (1 paragraph)

**Conclude** your report by responding to the following question prompt: What did you learn about your own diet and exercise by doing this project?

### 3. INTERNATIONAL DISH

If you choose to work on part 3), you will be working with your friends as a group to prepare and cook an international dish that either represent your culture or the culture you are interested in. For example, during the semester, we have made pizza from Italy, spring roll from Vietnam, cookies and cakes from North America, etc. Your task is to come up with an easy but iconic plate, cook and bring it to class on Monday to share. Along with sharing, write and present 1 – 2 paragraphs to talk about its history and nutrition.

<b>Student:</b>			<b>Grade:</b> Level = %	
<b>Expectation</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Knowledge &amp; Understanding</b>	Little evidence of knowledge of critical concepts learned in the unit	Some evidence of critical concepts learned in the unit	Considerable evidence of critical concepts learned in the unit	Evidence of above average knowledge of critical concepts learned in the unit
<b>Thinking &amp; Inquiry</b>	Provides no critical thinking and only a limited response to the essential questions  No links between analysis and areas of self-improvement	Uses some basic course terminology but limited critical thinking in response to the essential questions  The analysis only partially links to areas of self-improvement. Description of improvement is <u>not</u> feasible/ highly relevant	Provides new perspective and relation to the issues addressed in the course and the essential questions  Able to link analysis with areas of self-improvement but requires further insight into personal lifestyle	Provides evidence of critical thinking while using key terminology and provides in-depth responses to the essential questions  Able to link analysis with areas of self-improvement. Offers relevant and feasible ways to improve current lifestyle
<b>Communication</b>	Student displays limited ability in the organization of their analysis and the communication of meaning (e.g., word choice, analysis, evidence)  Lack of organization	Student displays some ability in the organization of their analysis and the communication of meaning (e.g., word choice, analysis, evidence)  Some organization; difficult to follow	Student displays considerable ability in the organization of their analysis and the communication of meaning (e.g., word choice, analysis, evidence)  Organization is effective	Student displays outstanding ability in the organization of their analysis and the communication of meaning (e.g., word choice, analysis, evidence)  Content presented in a concise, well-organized manner
<b>Application</b>	Student displays limited ability in transferring knowledge and skills into a criticism form and making connections between content and their personal eating habits.	Student displays some ability in transferring knowledge and skills into a criticism form and making connections between content and their personal eating habits.	Student displays considerable ability in transferring knowledge and skills into a criticism form and making connections between content and their personal eating habits.	Student displays outstanding ability in transferring knowledge and skills into a criticism form and making connections between content and their personal eating habits.
<b>Mechanics</b>	Too frequent grammatical errors	Frequent grammatical errors	Less than 5 grammatical errors	1-3 grammatical errors