GRADE 9
HOME ECONOMICS (10G)

A Course for
Independent Study

2010
Manitoba Education
Acknowledgements

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Introduction

What Will You Learn in This Course?
Welcome to Grade 9 Home Economics. This course puts together hands-on learning experiences with real-life situations. It will give you the opportunity to learn more about yourself so you will be able to make more informed decisions throughout your life.

The purpose of this Introduction is to help you become familiar with the course and what you are going to learn.

How Is This Course Organized?
The course is divided into three modules:

Module 1: Nutrition and Food
Here you will learn about making positive behavioural changes in your diet and lifestyle. You’ll understand guidelines related to making good food choices, as well as to purchasing and preparing food for good health.

Module 2: Family Studies
In this module, you will learn about your own development in relation to your family and your environment. You will reflect on decisions that affect your relationships and well-being, and that guide you in making positive, healthy decisions.

Module 3: Clothing and Textiles
This module will provide you with the opportunity to learn about clothing and textiles and to complete a practical sewing project. Other topics include: clothing messages, wardrobe planning, and the construction, care, and selection of clothing.

Each module is made up of sections, which are further divided into lessons that require you to complete the following coursework:

- **Learning Activities:** You can complete the learning activities directly on the pages where they appear in the course. You will compare your responses to those provided in the Answer Key found at the end of each applicable section. You will not submit your completed learning activities to your tutor/marker.

- **Assignments:** In all modules of the course, you will be expected to complete written assignments, which you will send to your tutor/marker for assessment.

- **Projects:** There is a practical project to complete in each module of the course. You will mail these projects to your tutor/marker for assessment.
What Resources Will You Need for This Course?

The materials you will need for this course include

- resources that are available online
- resources that you must purchase
- resources to which you must have access
- optional resources

Please read the following instructions carefully and make sure you have all the necessary items before you begin the lessons in this course.

**Resources That Are Available Online**

For this course, you will need a copy of *Eating Well with Canada’s Food Guide* (Health Canada), which is available online at <www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index-eng.php>. If you need a hard copy, please contact the Independent Study Option (ISO) office (telephone: 1-800-465-9915).

You will also have an opportunity to view the CD *Home Economics 10G Distance Learning*, which is available on the distance learning website at <www.edu.gov.mb.ca/k12/dl/iso/av.html>. If you need a copy of the CD, please contact the ISO office.

The CD contains the following four videos:

1. *Bone Zone* (British Columbia Dairy Foundation, Knowledge Network [BC], Osteoporosis Society of Canada, British Columbia Ministry of Health and Ministry Responsible for Seniors) (13:30 min.)
2. *Rocco’s and Jody’s Misadventure* (British Columbia Agriculture in the Classroom Foundation) (13:32 min.)
3. *It Only Takes a Moment: Shaken Baby Syndrome* (Healthy Child Manitoba) (12:45 min.)*

    * Note: This video contains sensitive content that shows the tragic results of babies being shaken. You are not obligated to view this video. If you choose not to, you will complete an alternative assignment. For more information on this, please read Potentially Sensitive Content on the next page.

4. *Think Again: Media Campaign* (Think Again Media Campaign) (6 min.)*

    * Note: This part of the video contains sensitive content that shows the reactions of adolescent girls (and their partners) who discover they are pregnant. You are not obligated to view this video. If you choose not to, you will complete an alternative assignment. For more information on this, please read Potentially Sensitive Content on the next page.
Potentially Sensitive Content

Some of the content in Module 2: Family Studies may be sensitive for you and/or for your parents, family, school, or community. These sensitive issues include sexuality, sexually transmitted infections (STIs), alcohol, pregnancy, drug abuse, addiction, and so on. All these sensitive issues have been placed in one lesson—Module 2, Section 3, Lesson 3. In this lesson, students also have the opportunity to view two videos that deal with shaken baby syndrome and adolescent pregnancy:

- *It Only Takes a Moment: Shaken Baby Syndrome* (Healthy Child Manitoba) (12:45 min.)
- *Think Again: Media Campaign* (Think Again Media Campaign) (6 min.)

You do not have to learn about these sensitive issues. In order to complete this course, you have the choice of either:

- not studying this lesson and completing an assignment that does not deal with sensitive issues (Project 2, Option 1)

  or

- studying this lesson and completing an assignment that deals with sensitive content (Project 2, Option 2)

If you have questions about this, contact your tutor/marker.

Resources That You Must Purchase

The following resources are sold separately from the course. You are responsible to buy them, as instructed below.

- **Sewing Kit**
  You will have to order one hand-sewing kit from the Manitoba Text Book Bureau (1-866-771-6822) before starting Module 3. Please visit the Grade 9 Home Economics Course Description on the ISO website at <http://www.edu.gov.mb.ca/k12/dl/iso/senior/home_ec.html#homeec10g> to review the kit options and stock numbers.

  Please allow two to three weeks for delivery of the kit from MTBB.
Resources to Which You Must Have Access

In this course, you must have access to a variety of equipment. You are required to arrange for this access yourself.

- **Photocopy**
  On several occasions, you will have to make photocopies of your work for this course.

- **Home Kitchen**
  You will need access to a regularly equipped home kitchen to complete Project 1: Planning and Preparing a Meal (in Module 1).

- **Camera or Video Camera**
  You will need a camera or video camera to take a picture or video of the meal you will prepare in Project 1: Planning and Preparing a Meal (in Module 1).
  - If you use a camera, you will also have to get the film developed and send the pictures to your tutor/marker.
  - If you use a video camera, you will be sending the tape to your tutor/marker.

- **Hand-Sewing Equipment**
  You will need regular hand-sewing equipment such as needles, pins, and scissors sharp enough to cut fabric to complete Project 3: Hand-Sewing (in Module 3).

- **Video-Viewing Equipment**
  You will need access to equipment to view the videos for this course.

- **Colouring Pencils**
  You will need these to complete Assignment 1.5 in Module 1.

Optional Resources

Access to the following resources would be helpful:

- **Computer**
  A computer with word-processing software and a printer would help you complete your coursework.

- **Computer with Internet Access**
  You do not need access to the Internet to complete this course. However, it would be helpful to have Internet access to view the many websites that contain additional information. Remember that Internet sites come and go. The course might mention some sites that no longer exist. If that is the case, you may be able to use a search engine (such as <http://www.google.com>) to find the information you are seeking.
Who Can Help You with This Course?

Taking an independent study course is different from taking a course in a classroom. Instead of relying on the teacher to tell you to complete a learning activity or an assignment, you must tell yourself to be responsible for your learning and for meeting deadlines. There are, however, two people who can help you be successful in your course: your tutor/marker and your learning partner.

Your Tutor/Marker

Tutor/markers are experienced educators who tutor independent study students and mark assignments, projects, and examinations. When you are having difficulty with something in this course, contact your tutor/marker, who is there to help you. Your tutor/marker’s name and contact information were sent to you with this course. You can also obtain this information in the Who Is My Tutor/Marker? section of the distance learning website at <www.edu.gov.mb.ca/k12/dl/iso/assistance.html>.

Your Learning Partner

A learning partner is someone you choose who will help you learn. It may be someone who knows something about home economics, but it doesn’t have to be. A learning partner could be someone else who is taking this course, a teacher, a parent or guardian, a sibling, a friend, or anybody else who can help you. Most importantly, a learning partner should be someone with whom you feel comfortable, and who will support you as you work through this course.

Your learning partner can help you keep on schedule with your coursework, read the course with you, check and respond to your work, or help you make sense of learning activities, projects, or assignments. You may even study for the examination with your learning partner.
How Will You Know How Well You Are Learning?

You will know how well you are learning by how well you complete the following tasks:

- **Assignments**—worth 35% of your final mark.
  You must complete all the written assignments and send them to your tutor/marker for assessment. The assignments will be assessed by how well you answer the questions. Most of the assignments have marking rubrics alongside them to guide you in answering them.

- **Projects**—worth 45% of your final mark.
  In each module, you will complete one major project, using many different skills.
  
  — In Module 1, you will complete **Project 1: Meal Planning and Preparation**. Your project will be assessed by the people you prepare the meal for, by you, and by your tutor/marker (based on your planning and preparation skills).
  
  — In Module 2, you will choose and complete one of the following projects:
    **Project 2, Option 1: Family Needs (Essay)**
    
    or
    
    **Project 2, Option 2: How to Survive Being a Teenager (Brochure)**
    
    The projects will be assessed by the marking rubric alongside them.
  
  — In Module 3, you will complete **Project 3: Hand-Sewing**. Your project will be assessed by your tutor/marker, based on your sewing skills.

  **Note:** You must order a hand-sewing kit from the Manitoba Text Book Bureau.

- **Examination**—worth 20% of your final mark.

  You will apply for your examination when you start Module 3.

Applying for Your Examination

- **If you are attending school**, ask your school’s Independent Study Option (ISO) school facilitator to request your examination. Do this at least three weeks before you are ready to write your examination. For more information on examination procedures, please contact your ISO school facilitator or visit the distance learning website at <www.edu.gov.mb.ca/k12/dl/iso/index.html>.
• If you are not attending school, check the Examination Request Form for options available to you. The form was mailed to you with this course. Three weeks before you are ready to write the examination, fill in the Examination Request Form and mail, fax, or email it to
   ISO Office
   555 Main Street
   Winkler MB R6W 1C4
   Fax: 204-325-1719
   Toll-Free Telephone: 1-800-465-9915
   Email: distance.learning@gov.mb.ca

You will write the examination when you have finished Module 3.

How Much Time Will You Need for This Course?

Studying home economics through independent study is different from studying it in the classroom. One of the advantages of independent study is that you are in charge of how you learn and can choose how quickly you will complete the course. You don’t have to wait for your teacher or classmates, and you can choose how quickly you want to work. Please read the next few pages to get an idea of how to pace yourself so that you can succeed in the course.

You will spend a minimum of 120 hours on this course. That means at least 45 minutes per school day to complete the course in a regular school year, or at least 90 minutes daily in a semester. Look at the following three charts and decide which chart best describes the time of year when you want to take the course.

Chart A: Semester 1

If you registered for this course in September and would like to complete it by the end of January, you can follow the timeline suggested below.

<table>
<thead>
<tr>
<th>Module</th>
<th>Coursework</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Section 1, Sections 2 and 3</td>
<td>Mid-September, Early October</td>
</tr>
<tr>
<td>Module 2</td>
<td>Sections 1 and 2, Sections 3 and 4</td>
<td>Late November, Mid-December</td>
</tr>
<tr>
<td>Module 3</td>
<td>Sections 1, 2, and 3 Examination</td>
<td>Early January, Mid-January</td>
</tr>
</tbody>
</table>
Chart B: Semester 2
If you registered for this course in January and would like to complete it by June, you can follow the timeline suggested below.

<table>
<thead>
<tr>
<th>Module</th>
<th>Coursework</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Section 1 Section 2 and 3</td>
<td>Late February Mid-March</td>
</tr>
<tr>
<td>Module 2</td>
<td>Sections 1 and 2 Sections 3 and 4</td>
<td>Late April Mid-May</td>
</tr>
<tr>
<td>Module 3</td>
<td>Sections 1, 2, and 3 Examination</td>
<td>Early June Mid-June</td>
</tr>
</tbody>
</table>

Chart C: Full School Year (Not Semestered)
If you registered for this course in September and would like to complete it by June, you can follow the timeline suggested below.

<table>
<thead>
<tr>
<th>Module</th>
<th>Coursework</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Section 1 Section 2 and 3</td>
<td>Mid-October Mid-December</td>
</tr>
<tr>
<td>Module 2</td>
<td>Sections 1 and 2 Sections 3 and 4</td>
<td>Mid-February Late March</td>
</tr>
<tr>
<td>Module 3</td>
<td>Sections 1, 2, and 3 Examination</td>
<td>Mid-May Late May</td>
</tr>
</tbody>
</table>

Do not wait until the last minute to complete your work, since your tutor/marker may not be available to mark it. Remember, it might take over a week for your work to travel through the mail, so make sure you leave enough time for that. It may also take a few weeks for your tutor/marker to mark everything and send the marks to you or to your school.

If you need this course to graduate this school year, remember to schedule and complete your final examination by May 31.
When Will You Submit Coursework to Your Tutor/Marker?

While working on this course, you will mail or email completed coursework to your tutor/marker in six separate submissions. Each time you send something, you must include the applicable Cover Sheet, which you will find at the end of this Introduction. The following chart shows what you will submit each time.

<table>
<thead>
<tr>
<th>Module</th>
<th>Assignments and Projects You Will Submit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Module 1, Section 1 | Module 1, Section 1 Cover Sheet  
Assignment 1.1: Compute Your Wellness—Reflection  
Assignment 1.2: *Bone Zone* Video  
Assignment 1.3: Counting Calories  
Assignment 1.4: Your Eating Habits  
Assignment 1.5: How Active Are You?  
Assignment 1.6: How Is your Body Image? |
| Module 1, Sections 2 and 3 | Module 1, Sections 2 and 3 Cover Sheet  
Assignment 1.7: What Are Your Breakfast Habits?  
Assignment 1.8: Test Your Snack Savvy  
Assignment 1.9: Design a Label  
Assignment 1.10: Clean Up Your Act  
Assignment 1.11: Safety Errors  
Module 1, Section 3, Project 1 Cover Sheet  
Project 1: Planning and Preparing a Meal |
| **Module 2** | |
| Module 2, Sections 1, 2, and 3 | Module 2, Sections 1, 2, and 3 Cover Sheet  
Assignment 2.1: Exploring a Family of Your Choice  
Assignment 2.2: Case Study on the Functions of the Family  
Assignment 2.3: Family Trends Interview  
Assignment 2.4: Character, Leadership, and Citizenship Actions  
Assignment 2.5: Cover Yourself  
Assignment 2.6: What's Important to Me  
Assignment 2.7: You and Your Friend  
Assignment 2.8: Stories from the Heart  
Assignment 2.9: Learning Styles Checklist |
| Module 2, Section 3, Project 2 | Module 2, Section 3, Project 2 Cover Sheet  
Project 2, Option 1: Family Needs (Essay)  
or  
Project 2, Option 2: How to Survive Being a Teenager (Brochure) |
| Module 2, Section 4 | Module 2, Section 4 Cover Sheet  
Assignment 2.10: Writing “I” Statements  
Assignment 2.11: Quality Friendships  
Assignment 2.12: Maintaining and Ending Relationships  
Assignment 2.13: Dating and Love  
Assignment 2.14: The Bully and the Bullied  
Assignment 2.15: Shaken Baby Syndrome Video  
Assignment 2.16: How Are You Dealing with Your Stress? |
| **Module 3** | |
| Module 3, Sections 1, 2, and 3 | Module 3, Section 1, Assignments, and Section 3, Project 3  
Assignment 3.1: How to Choose What You Are Going to Wear  
Assignment 3.2: Cracking the Peer Pressure Formula  
Project 3: Hand-Sewing |
How Will You Submit Coursework to Your Tutor/Marker?

In this course, you may have the choice of either mailing or emailing your assignments and projects.

- Each time you mail something, you must include the print version of the applicable Cover Sheet (found at the end of this Introduction).
- Each time you email something, you must include the electronic version of the applicable Cover Sheet. You can either download the Cover Sheet found at <www.edu.gov.mb.ca/k12/dl/downloads/index.html> or you can scan the Cover Sheet located at the end of this Introduction.

Complete the information at the top of the Cover Sheet before mailing or emailing it along with your assignments.

Mailing Your Assignments and Projects

If you choose to mail your completed assignments, please photocopy all the materials first so that you will have a copy of your work in case your package goes missing. You will need to place the applicable Cover Sheet and assignments in an envelope, and address it to:

ISO Tutor/Marker  
555 Main Street  
Winkler MB  R6W 1C4

Your tutor/marker will mark your work and return it to you by mail.

Emailing Your Assignments and Projects

If you choose to email your completed work, make sure you have saved electronic copies of it before you send it. That way, you can refer to it when you discuss it with your tutor/marker. Also, if the original work is lost, you will be able to resubmit it.

To email your completed work, you will first need to do one of the following:

- If you are attending school, please ask your ISO school facilitator (the person who signed your ISO Registration/Admission Form) for permission to email your assignments and to determine your school’s procedure for emailing assignments. Contact your tutor/marker to confirm that the course material can be marked electronically.
- If you are not attending school, please obtain permission directly from your tutor/marker to submit your assignments electronically. Also, please confirm that the course material can be marked electronically.
Saving and Submitting Your Assignments

1. Save your work as described below.

   **File Names**
   When saving your work, identify the assignment and project number(s) in the file name (e.g., Assignment 1.2.doc).

   **File Types**
   Save your work in the following file types (as applicable):
   - **Written work**: Microsoft Word files (doc) or RTF files
   - **Scanned work**: PDF files (save multiple pages on one file)

   The Independent Study Option office cannot access
   - file extensions other than those listed above
   - cloud servers for file storage/sharing (e.g., SkyDrive)

   **File Size**
   - The total size of attached files per email must not exceed 5 MB.
   - If files are larger than 5 MB, you must submit them as compressed files. If you are not familiar with this process, please go online to <www.wikihow.com> to learn how to compress files with your operating system.

2. Use the following format to compose your email.

   To: distance.learning@gov.mb.ca
   cc: [your ISO school facilitator’s email address, if you attend school]
   Subject: [Your Name] Grade 9 Home Economics
   Attachments: Module 1, Section 1, Cover Sheet, Assignment 1.1.doc, Assignment 1.2.doc, Assignment 1.3.doc, Assignment 1.4.doc, Assignment 1.5.doc, and Assignment 1.6.doc
   Message: Module 1, Section 1, Cover Sheet, and Assignments 1.1, 1.2, 1.3, 1.4, 1.5, and 1.6
   Tutor/marker ______________________________________
   School ____________________________________________

   The subject line of your email must clearly indicate your name and the course name. The assignment number(s) must be identified in the file names and in the body of the email message, as shown in the sample above.

3. Attach your files to the email.

4. Email your assignments to <distance.learning@gov.mb.ca>. Do not email your assignments directly to your tutor/marker. Emails sent directly to the tutor/marker will be returned unread.

   Your tutor/marker will mark your work and return it to you by email.
The Independent Study Option office does not provide technical support for hardware-related issues. If troubleshooting is required, consult a professional computer technician.

What Do the Guide Graphics Mean?
Guide graphics appear in the margins of this course to identify and guide you in specific tasks. Each graphic has a specific purpose, as described below.

**Video:** View a video.

**Assignment:** Complete a written assignment. You will submit your completed assignments to your tutor/marker for assessment (when instructed to do so).

**Learning Activity:** Complete a learning activity. You will not submit the completed learning activities to your tutor/marker. Instead, you will compare your responses to those provided in the Answer Key found at the end of each applicable section.

**Project:** Complete a major project. You will send your completed projects to your tutor/marker for assessment. A project is found in each module.

**Internet:** If you have access to the Internet, you can use it to get more information. Internet access is optional for this course.

**Mail or Email:** It is time to submit coursework to your tutor/marker.

**Examination:** You will write your final examination at the end of this course.
Grade 9
Home Economics (10G)

Module 1
Nutrition and Food
Module 1

Nutrition and Food

Section 1: Enhancing Personal Wellness

Introduction

When we make good choices about what we eat and how active we want to be, our health improves. As our attitude toward improving our health turns into action, we feel better about ourselves, both physically and mentally. In this section, you will learn about yourself by evaluating your own lifestyle practices. Enjoy the ride on this road to improving your personal wellness.

Lesson 1  Health and Wellness: Your Choice for Life!
Lesson 2  Lifestyle and Nutrition
Lesson 3  Energize Your Body and Attitude
Lesson 4  Responsibility for Yourself
Lesson 1

Health and Wellness: Your Choice for Life!

Being healthy and well means much more than not being physically sick or injured. **Health** and **wellness** are positive terms that include living in such a way that you will be happy and healthy for as long as possible. These terms aren’t just referring to a physical state. In order to be healthy, you also need social and emotional wellness.

**Physical, Social, and Emotional Wellness**

Physical health involves having enough energy for daily activities, a normal growth rate, resistance to illness, and the ability to relax and sleep well. Social health involves having healthy relationships with others. Emotional health involves how you deal with daily life and how you feel about yourself. You should take steps to improve your current health and work towards a positive, healthy future.
Learning Activity 1.1

Compute Your Wellness Condition

Complete the short checklist to determine your self-perception of wellness. Write your number in the score column at the far right. Add the three scores to determine the total for each section.

Remember, this is a Learning Activity, so you will **not** send it to your tutor/marker.

<table>
<thead>
<tr>
<th>Physical Wellness</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am physically fit.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2. I am able to complete the physical tasks of school.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3. I am physically able to participate in sports.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Physical Wellness Total Score</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Wellness</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have many friends and go out often.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2. I am close to my family.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3. I am confident in social situations.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Social Wellness Total Score</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emotional Wellness</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am happy most of the time.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2. I have a good self-esteem.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3. I do not generally feel stressed.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Emotional Wellness Total Score</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assess Your Wellness Condition

Transfer the totals from the three wellness sections to the chart below in the column listed as “Your Scores.”

<table>
<thead>
<tr>
<th>Your Scores</th>
<th>Your rating (see below) e.g., high, good, marginal, or low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Physical Wellness Score Total</td>
<td></td>
</tr>
<tr>
<td>Your Social Wellness Score Total</td>
<td></td>
</tr>
<tr>
<td>Your Emotional Wellness Score Total</td>
<td></td>
</tr>
</tbody>
</table>

Wellness Rating Chart

Refer to the numbers in the score column listed in the above chart to determine your rating for the three areas.

<table>
<thead>
<tr>
<th>Ratings</th>
<th>Wellness Score Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Level of Wellness</td>
<td>10-12</td>
</tr>
<tr>
<td>Good Wellness</td>
<td>8-9</td>
</tr>
<tr>
<td>Marginal Wellness</td>
<td>6-7</td>
</tr>
<tr>
<td>Low Wellness</td>
<td>Below 6</td>
</tr>
</tbody>
</table>
Reflective Writing

Throughout the course, you will be writing reflections related to various lessons. Refer to this section during this course to help you write your reflections.

Reflecting on and learning from your experiences, including your mistakes, can help you to avoid repeated mistakes and discover what you did successfully. Reflection provides the opportunity to make sense of, and learn from, any experiences and handle similar situations appropriately at another time. It gives you the chance to explore thoughts and feelings, work through difficult or painful experiences, and develop self-awareness and fresh insights.

How to Write a Reflection

There are three parts to writing a reflection:

Step 1 Description - What?
Step 2 Analysis - So What?
Step 3 Reflection - Now What?

Step 1 Description - What?
Consider the following questions to assist you in describing an event or something that you experienced:

☐ What is the purpose of the situation?
☐ What happened?
☐ What did you see?
☐ What did you do?
☐ What was your reaction?
☐ What did other people do?
☐ What do you see as the key aspects or issues of the situation?

Step 2 Analysis - So What?
Being able to determine the meaning of the event or something you experienced is the second part of a reflection. Consider the following questions:

☐ So what were you trying to achieve?
☐ So what were the reasons for the way you responded?
☐ So what beliefs and values influenced your actions?
☐ So what assumptions did you make?
☐ So what were your feelings at this time?
☐ So what are your feelings now? Are there differences? Why?
☐ So what good came from the situation for yourself or others?
☐ So what troubles you, if anything?
So what were your experiences, compared to others?
So what are the main reasons for feeling differently from others?

**Step 3 Reflection - Now What?**
This is the action stage of your reflection. It incorporates what you have discovered from the situation and how you can work towards improving your personal development.

- Now what are the implications for you or others?
- Now what must happen to change the situation?
- Now what happens if you decide not to change the situation?
- Now what would you do differently if faced with the same situation again?
- Now what would be the consequences of actions for yourself or others?
- Now what information do you need to deal with a similar situation?
- Now what are the best ways of getting more information about the situation if it happens again?

Reflective writing provides an explanation and interpretation of what happened, why it happened that way, and the process of what should happen next. Remember, there is always something you can do to improve your personal development as you focus on strengths and weaknesses.

A typical mistake students make when writing reflections is to retell rather than reflect. Remember: Reporting is not reflection.

**A good reflection ...**
- Is honest
- Answers the questions or responds to statements
- Provides examples to support your opinions or thoughts
- Helps you understand yourself better
- Tells the tutor/marker useful information
- Shows the tutor/marker that you thought about the question before writing your response to the questions or statements
- Shows personal thoughts
- Is written simply
- Explains yourself well so the tutor/marker understands what is written
- Is about what you think and believe, so choose good words

Remember that these are guidelines, so choose a few points from each of the three steps.
Assignment 1.1 (9 marks)

Compute Your Wellness – Reflection

Remember, this is an Assignment, so you will send it to your tutor/marker.

Write a reflective paragraph for each of the statements or questions below. Follow the directions on pages 7 and 8 carefully as you write each paragraph.

1. What is your current state of wellness? (Refer to Learning Activity 1.1 on pages 5 and 6.)

2. Do you think the score is a true indicator of your state of wellness? Why?
3. Describe the areas in which there is room for improvement and how you could make these improvements in your life.

Reflection Marking Rubric (9 marks)

<table>
<thead>
<tr>
<th>Content of the Reflection and Ability to Plan for Improvements</th>
<th>5-6 marks</th>
<th>3-4 marks</th>
<th>0-2 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzes state of wellness and outlines positive steps for improvement with considerable effectiveness.</td>
<td>Analyzes state of wellness and outlines positive steps for improvement with moderate effectiveness.</td>
<td>Analyzes state of wellness and outlines positive steps for improvement with limited effectiveness.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Composition of the Reflection</th>
<th>3 marks</th>
<th>2 marks</th>
<th>1 mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection is free of errors in grammar, punctuation, and spelling.</td>
<td>Reflection has some errors in grammar, punctuation, and spelling.</td>
<td>Reflection has several errors in grammar, punctuation, and spelling.</td>
<td></td>
</tr>
</tbody>
</table>

Note: Send all assignments in this section to your tutor/marker at the end of Section 1.