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THESA is a provincial specialist association of the British Columbia Teachers Federation. Our members are Home Economics educators in British Columbia, Canada, collaborating together for the betterment of individuals, families, and communities!
PRESIDENT’S REPORT. June 2009.

Welcome summer 09! When I was reflecting on the year for this newsletter issue, I was struck with the recurring themes of home economics issues we deal with every year. While it does look like this year has replicated the past, I believe we have made progress.

CURRICULUM: many of us began to use the new IRP, with mandatory implementation set for this September. Despite repeated requests to the Ministry, our classroom assessment models are not yet available to us. Many thanks to Peggy Mac Aulay for the extra work she has done on these to try to get them to us. As soon as they are available, we will send out a message on the list serve, and post them on the THESA website.

TEACHER INQUIRY: After an initial meeting last June, THESA was successful in securing a $7500 grant from the BCTF to conduct our own teacher inquiry project. Many thanks to the more than 300 home economics teachers who responded to the recent survey – we now have an excellent data “pool” to continue with the inquiry. The goal of the inquiry team is to have a report ready for the October THESA conference. I must also thank Charlie Naylor and his staff from the BCTF for helping us every step of the way!

CLASS SIZE AND COMPOSITION: While we have no concrete developments on class size and composition for lab classes, the willingness of home economics teachers to speak out against inappropriate and unsafe classes has kept home economics in the spotlight when administrators think of class safety. Don’t forget to take part in the Bill 33 meetings in your schools in September.

TEACHER TRAINING: Our work on the teacher inquiry project will give us some solid information to defend the home economics teacher preparation program at UBC. The Diploma program at UBC Okanagan has been very successful and we hope a similar co-hort will begin in the Fall.

OCTOBER CONFERENCE and AGM will be held in Chilliwack. Check out the website: www.thesaconference.com for all the details. Our AGM will be held at this time as well, along with the annual elections for THESA executive. While some members are willing to let their names stand, there are some vacancies. Consider volunteering for the executive – it is great professional development and you will be doing THESA members a great service.

See you at the conference!
Jenny Garrels
ejarrels@dccnet.com
From the Editor

Well it is the first week of July and I’m just about to take this newsletter to the printers. What Happened – why did my third newsletter take so long? The obvious culprits a bout of strep throat, followed by the flu – who gets the flu in June? Apparently I do – I can say for the record it is no fun organizing a barbeque for 1000+ students when you can barely walk a flight a stairs without feeling tired. However in the end it was great because I had so much help from the incredible staff at my school.

My computer on the other hand has seemed to conspire against me. While putting this document together I had two major crashes and a corrupted document (which meant I had to start from scratch! Three times! ) In the end I gave up on my publishing program and just stuck to a word document. Back to question at hand – why did I struggle to get this newsletter done? I’ve always been a procrastinator and I do tend to be better when I’m collaborating vs. working by myself. However in the end I realized the why didn’t really matter why because it would just be an excuse. How often do we hear excuses from our students? Likely you have heard some great whoppers along with a few borderline pathetic. You’ve probably also heard some that make you want to weep. I tend to hear this explanations from a counselor vs. the student himself. Sometimes it amazes that kids even make it to school with the other stressors in their lives. With growing pressure in some schools and district not to penalize late work – how have you responded? Have you had to adjust your assessment strategies? I think this issue has some great stuff - despite all the formatting issues – I hope you don’t give me a zero for being late!

Corrina Simpson

Chapter Chatter

Submitted by Susan Cawker

Our local LSA (SD43 Coquitlam) recently attended an incredible Lobster Fest class at Eden West, a local gourmet store in Port Moody. Tracy Bates, the owner, and her husband, Fabian, prepared an incredible array of lobster dishes (including traditional Nova Scotian lobster rolls, lobster cakes, lobster bisque). Each course was served with a wine specially selected for it. Not done yet, we each donned an apron and grabbed our implement of destruction and proceeded to crack open our own lobster! This was then sautéed in butter and garlic and served with lemon herb rice and a maple champagne salad (I’ve included the recipe). Not quite full, we topped off our meal with a luscious lemon mousse served with strawberries and whipped cream. To make room, we just “had” to “shop” - what a great way to make room for the next Sturrock course (HA HA.). Our gratitude to Kathy for arranging our 2nd annual Eden West cooking class. Needless to say we are looking forward to next year!

In the recourse and recipes section below you’ll find the recipe Susan used for her grade 9s who loved it as much as the LSA did!
CLASS SIZE AND COMPOSITION

Bill 33 meetings can make a difference.

Sometime in the first 2 weeks of September, administrators all over BC will be compiling list of classes that violate the provisions of Bill 33. Those lists will also include reasons why the particular class size and/or composition is educationally “sound”. If we choose not to take part in consultation meetings, we are giving administrators free reign to do what they want with the classes, and to report to the public and school board that all is well.

The BCTF has launched several grievances around the province to do with the way Bill 33 is being implemented. To date, 22 teachers have testified, from six schools (two high schools, one middle school, three elementary schools). On behalf of the employer, four principals, one vice principal, one director of student services, and three superintendents have testified. So far, according to the employer, no class has been inappropriate for student learning, no matter how many students and/or students with IEP designations were placed in that class.

In a May report to the BCTF executive, George Popp wrote:

The employer continues to assert that it has unfettered discretion to determine whether a class is appropriate even though that class may exceed IEP limits by multiples of two, three and even five. The employer is attempting to divert discussion as much as possible away from individual classrooms by saying that the arbitrator must consider the resources available to the district and school instead of the individual organization of the class. We have now heard from administrators of every level all of whom contend that all the classes as they are organized are appropriate because the teacher was consulted and the resources of the school, adequate or not, were fully utilized.

The employer has not explained the lack of educational rationales given by administrators. Most rationales are at the secondary level and most speak to timetable issues and lack of options. Instead, the employer is trying to shift the onus of proof to teachers to prove that the learning environments are not appropriate. Section 76 of the School Act requires the principal and superintendent to give the opinion, not the teacher.

During this grievance process, classroom teachers have been cross examined in great detail about their classrooms. “Our colleagues on the stand have been inspiring in their passion for their profession and their principled determination to improve their students’ working conditions.” In some cases, the attempts by teachers to “make the situation work” have been highlighted by our employer, saying that the learning situation can’t be bad if students are succeeding. From the hearings, we have heard from the employer to date (not a complete list) arguments such as:

1. Appropriate doesn’t mean everyone has the opportunity to reach his or her potential. That’s an ideal.
2. Appropriate learning environment and “educationally sound” do not mean the same thing.
3. You don’t need to attend to each student in your class every day.
4. It’s unrealistic to expect every student to succeed.
5. If the student learned something the class was appropriate. The good students did fine.
6. Appropriate can change from minute to minute.
7. As long as you cover the outcomes it doesn’t matter how you get there.
   a. Science classes don’t necessarily need to do labs. You can deliver the learning outcomes in different ways.
   b. Music classes don’t necessarily need to use instruments (in this case the curriculum was rhythm using drums).
   c. If you have to restrict some activities such as individual projects or remove activities such as field trips from your curriculum because of safety or behaviour concerns, that doesn’t mean your class is inappropriate. You can adapt the instruction to maintain those objectives.
8. Split classes are not necessarily more complicated or more work. Teachers often ask for them.
9. The teacher is not necessarily the best person to tell us about the learning situation in a class. Other sets of eyes can often see more clearly. The teacher’s is just one opinion.
10. If you agree your class is appropriate we accept your opinion. If you disagree that your class is appropriate, well... that’s not the deciding factor.
11. You may disagree but you didn’t ask for more staff or more assistance.
12. If a student was absent or pulled out for assistance your class was smaller.
13. Grey area students are not part of the legislation. ESL students are not designated. They create no significant extra work.
14. You have learning assistance and ESL classes available for these students.
15. The students’ IEPs don’t apply to this type of class, or they are enthusiastic about the subject (e.g. you don’t have to give written tests in PE), or________ likes computers, so he wasn’t a problem.)
16. It was appropriate because your course attracts those types of students (take your pick – shop classes, Home Economics, PE and so on).
17. The class is in a big room so there is room for more students.
18. The Moderate Behaviour disorder students were reassessed according to the new criteria and are not designated anymore.
19. The teacher was good with those sorts of students so we are justified in putting more of them in that teacher’s classes.
20. Our teachers are very capable, so whatever situation we give them they make it appropriate for student learning.

In September, when you get your class lists, I urge you to look carefully at them and to participate in the Bill 33 consultation meetings in your school. You should have your staff rep with you and you should expect your administrator to tell you why the situation is
appropriate for student learning. However, I would also be prepared with my own reasons why the class is not appropriate for student learning.

When it comes to student safety, the limit of 30 students in a lab class is not appropriate. Raise this issue with your administrator and ask for it to be a part of the report. Expect some resistance to this! I have found it effective to go into the meeting with a letter stating why you object to the class size, and supply a copy of the letter to your superintendent. There is a sample letter below.

Make sure you are a part of the Bill 33 consultations because, unless we continue to speak up, nothing will change.

**SAMPLE LETTER:**
Dear *(Name of Administrator)*,
I would like to bring your attention to my *(Foods / Textiles, grade level)* class. This is an applied skills course, involving experiential, hands-on learning opportunities for students. Students are actively engaged in their learning through self paced projects and labs which require the use of a wide variety of equipment. As with any lab-based course, student safety is a primary concern and I feel that the current limit of 30 is not appropriate.
Our facilities are built and resourced for 24 to 26 students, so increasing the class size to 30 has put a huge amount of pressure on these resources. I cannot adequately supervise 30 students in a *(foods lab/textiles lab)* which has been designed and resources for 24 to 26. I do not agree with the *(number of students)* you have placed in this class as I have serious concerns about safety. I urge you to reconsider.

Sincerely,

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“The classroom should be an entrance into the world, not an escape from it”
*John Ciardi*

“Those that know, do. Those that understand, teach.”
*Aristotle*

“Be who ceases to learn cannot adequately teach.”
*Anonymous*
DOWN UNDER WITH THE D’S

It’s now early May, and we’ve made it about 2/3 of the way through the first semester. To say that my learning curve has been steep is a huge understatement! Luckily, the weather has cooled off, but that has presented a new challenge—it’s cold! Generally, homes in Australia are not insulated, and don’t have central heating, so consequently, they’re quite cold in the winter. Even though the temperatures are quite mild (I’m laughing at people wearing sweaters and stockings when it’s 17°C), it’s even cooler when you’re in a building. I’ve taken to wearing a thick sweater and a blanket when I’m at home, but then I’m generally okay the minute I walk outdoors.

I’ve had my first Term Break. I spent the 2 weeks in Sydney and New South Wales visiting Denice Marr. It was great to see another Canadian and compare notes on our exchange experiences. I’m already counting down to the next one in July. It will be quite odd to be in school during July and August. My brain is ready to be getting near the end of the school year, though we’re only halfway through!

While some things about teaching are the same, there are some differences that have made teaching quite interesting. Teaching the Food Guide to my Year 8 students has been a lesson in miscommunication. I keep calling it the Canadian Food Guide, instead of Australian. Their Food Guide has 5 groups, and the names are quite different. I’ve realised how much I go into auto pilot when I teach the Food Guide, so I’ve had to constantly think before I open my mouth (probably a good thing for me). Some foods have different names, like a cantaloupe is called a rock melon and a papaya is called a paw paw, so I’ll have to change my Canadian worksheets the next time that I use them!

I have found my Year 12 Food and Hospitality course to be the most challenging as it’s the course that also gets moderated. As my teaching partner is also a moderator, we’re getting moderated by the Chief Moderator. For assessment of our classes, it’s quite prescribed in that we have specific types of assessment that we need to do, (e.g. Directed Practical Investigation, Collaborative Task). The Department of Education also creates standard criteria for assessment. The assignments that we choose to use are up to us, though we have to get it approved by our moderator. Luckily, ours were approved! We’re starting our Special Study next week, and I’m still a little a lot unsure of exactly what my students are supposed to do. They have to determine an issue and write a research report, but there’s a particular format and method that students need to use to determine what is and what isn’t an issue. I’ve been spending a lot of time on the Education Department’s Website (http://www.ssabsa.sa.edu.au/support/hpd/hmec/hmec-menu.htm) looking trying to get a handle on what students are supposed to be doing, as well as viewing exemplars. Of course, we have to send copies of our students’ work, along with pictures and our evaluation to the moderator. The moderators will determine whether or not we marked properly (were we too hard, easy, or just right?). Students’ marks may change depending on the moderator’s judgement, so it will be interesting to see what she says about my students’ marks.
I’ve also gone to visit the woman in charge of the Home Ec education program at the University of South Australia. South Australia has gone through similar issues to us, with the loss of Home Ec Post-Secondary programs about 10-15 years ago. Through a lot of hard work, they were able to re-implement a Home Economics Education program again, and it’s been going strong. They have about 100 students in the 4-year program. Just like students here, they had to piece together a program, with students attending 4 different schools in order to complete the program, but there’s been a good response to it. I’m speaking next week at a Hub Meeting of local Home Ec teachers. I still have no idea of what I’m saying, but I’m sure to be showing the great PowerPoint that Denice Marr made!

During Term Break in July, I’m heading to Darwin to attend the HEIA conference. I’ve signed up for a bunch of workshops related to teaching Home Ec, and will be reporting on the conference in the next newsletter. Of course, it won’t be all work, and I’ll be sure to get around Darwin—there’s a big statue of a fighting crocodile that I’ve got to see!

Denise Nembhard

Minced Beef anyone?

As I teach in Australia, I am becoming more familiar with the terms here. Here are some interesting things about teaching Home Economics and Tech Ed in Australia. The foods kitchens are called “bays”. The labs are called “pracs” and even though Australia works in metric, the measurements in my school are in Imperial. There are only 4-6 learning outcomes and the kids cook in fours instead of pairs. A green pepper is a green capsicum. A rockmelon is a cantaloupe. Tomatoes are very popular here as are beet slices in your hamburger. A sausage sizzle is barbeque wiener and you would put tomato sauce on it instead of ketchup. I’m really enjoying the fact that kiwis are plentiful to eat and that they have passionfruit to eat. There is skim milk here, but in order to find 1% or 2% milk you would have to look at each label to see what percentage is milk fat free. Students at my school are crazy about “lollies” (candy) and one of their favourites is “jellies” (jello). Emphasis on eating healthy in schools is not very prevalent. There is 100% wholemeal bread but not much sprouted wheat. Of course, you are dealing with self-rising flour (but there is plain flour available).

At my school, students are required to bring their own apron, teatowel, handtowel and container to put food in. At the end of every prac, they must take it home to get it washed. Also, at my school (a private catholic school) there are no pro-d days. You must do all you professional development afterschool. If you are sick, the school will try to shuffle things around and have other teachers take over your classes before hiring someone to cover. Most schools have school uniforms, and as we are moving into the winter, kids are wearing “jumpers” (sweaters) with wool skirts and stockings (for the girls) and slacks and tie (for the boys). Staff meetings are every Monday morning and Wednesday afterschools. One thing I’m enjoying about teaching in Sydney is that although it is beginning to feel a lot like fall/winter, the mornings and evening are cool/cold but the afternoons are still warm (around 18-20 degrees Celsius). A lot of students tell me that they love my accent! I find this funny, because I feel it’s the other way around!

Denise Marr @ Trinity Catholic College, Regents Park, NSW, Australia
Canadian Symposium on Home Economics/Family Studies Education.

Three from BC Attend Canadian Symposium on Home Economics/Family Studies Education. Representing BC (picture left to right) were Dr. Gale Smith, from UBC, Evelyn Grant, a teacher candidate from UBC’s home economics teacher education program, and Christine Rothery from Surrey School District.

Symposium X – report by Evelyn Grant
Attending Symposium X as a student teacher was a very fascinating and beneficial experience. Not only did it provide the opportunity to meet other teachers, professors and professionals of Home Economics from across Canada, but it provided a lot of insight, information and ideas on Home Economics from other provinces. Of particular interest to me was hearing about the plans for a full Home Economics lab at the University of Saskatchewan and potential graduate level Home Economics programs! Other interesting topics included elementary school level Home Economics programs in Manitoba, summer institutes in several provinces, as well as innovative research & classroom activities based on growing food in outer space!

Symposium X – report by Gale Smith
Symposium X: Issues and Directions for Home Economics/Family Studies Education was held in Saskatoon the last weekend in March. This bi-annual conference is the only national forum on home economics education in Canada and serves as a place to find out what is going on in other provinces and to share new research, teaching ideas, and curriculum reform.

Reports were presented from BC, Saskatchewan, Manitoba and Ontario on current developments in those provinces. Ontario is undergoing a curriculum revision with the possibility of several new courses. What was interesting was the large number of stakeholder groups who are involved in the review process. It seems like a good way to educate others about home economics/family studies and to garner their support. Like BC there are no tenure tracked professors in home economics education in many of the provinces. Saskatchewan is the exception and they run a concurrent program so students enroll in first year and do both their home economics and education courses all the way through. They were excited by the possibility of getting new home economics labs in the Faculty of Education. There was one international presenter, Dr. Noriko Watase reported on a revised curriculum in Japan and a presenter from the Canada Space Agency, Robert Morrow, who talked about two projects, Tomatosphere and Astromenu, that would be of interest to home economics teachers (http://www.asc-csa.gc.ca/eng/youth/astromenu/13_16.asp).
Gale Smith gave presentations on the THESA Inquiry Group, Food Literacy, and Agriculture in the Classroom. She also showed the THESA promotional powerpoint and there were several requests to have copies of it.

Mary Anna Cimbaro was unable to attend but her paper, A Conceptual Model to Guide Planning of Nutrition Curriculum was part of the program:

Every Family Studies/Home Economics Education Symposium ends with a brainstorming session where participants put forth ideas of what can be done to support Family Studies/Home Economics Education in the following years.

- promote the attendance of home economics/family studies teacher education students at the next symposium. Request each university to send a student. Consider doing this in sufficient time so funds could be raised to finance the registration and travel.
- promote the attendance of home economics/family studies graduate students at the next symposium. Request each university to send a student. Consider doing this in sufficient time so funds could be raised to finance the registration and travel.
- send announcements of the symposium to the Ministry of Education, university programs with home economics related content, and teacher associations in each province asking them to send a representative.
- prepare reports on this symposium and send to your administration, teacher associations, and so on. Try to get it published in newsletters.
- with no national association, make stronger connections with the international association IFHE or the American association AAFCS. Send the announcement and call for papers to IFHE and AAFCS for circulation. There was only one international presenter this year.
- claim content areas that have been part of our mission since the beginning of home economics. Health, family finance, and nutrition are all current concerns prevalent in the public eye. Let the public know that these topics are taught in home economics/family studies courses in a relevant manner.
- send messages about what home economics/family studies education programs are doing to like minded organization to build a power base (note all the stakeholders in the Ontario curriculum report). Consider inviting some of them to the next symposium.
- consider press releases. Perhaps contact Mary Carver from Ontario to get information on how to do this effectively.
- use opportunities to get parent support, for example, presentations to parent meetings, open house display.
- consider contacting Public Television to promote home economics and do programs that could educate the public (e.g., Diane O’Shea on CBC, Agriculture in the Classroom on Shaw)
- share data and research so that the claims made about home economics/family studies have substance
- consider some cross Canada research (e.g., Bev Pain is going to do research on Financial Competency in Saskatchewan. This research could be duplicated in each province to get a national profile.)
- talk to the Guidance Counsellors at your school to get them to support home economics related careers.

*The Symposium XI will be held in Manitoba in 2011. Plan to attend. Information and reports are available on the Symposium Website, http://www.canadiansymposium.org/*
## Breakfast Cookie

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<th>Ingredient</th>
<th>Quantity</th>
<th>Description</th>
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<tr>
<td>brown sugar</td>
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<tr>
<td>quick oats</td>
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<td></td>
</tr>
<tr>
<td>WW flour</td>
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<td></td>
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<tr>
<td>baking soda</td>
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<td></td>
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<tr>
<td>baking powder</td>
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<td></td>
</tr>
<tr>
<td>ground ginger</td>
<td>1 mL</td>
<td></td>
</tr>
<tr>
<td>ground cloves</td>
<td>½ mL</td>
<td></td>
</tr>
<tr>
<td>ground flax</td>
<td>30 mL</td>
<td></td>
</tr>
<tr>
<td>rice krispies</td>
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<td></td>
</tr>
<tr>
<td>wheat germ</td>
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</tr>
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<tr>
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<tr>
<td>egg</td>
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<td></td>
</tr>
<tr>
<td>vanilla extract</td>
<td>3 mL</td>
<td>(optional)</td>
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<tr>
<td>golden raisins</td>
<td>85 mL</td>
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</table>

**Directions**

1. Preheat oven to 350 F
2. In a large bowl mix together sugar, oats, flour, baking soda, baking powder, ginger, cloves, flax, krispies and wheat germ.
3. Make a well in the centre and add canola oil, applesauce, water, eggs and vanilla. Mix until well blended.
4. Stir in raisins.
5. Scoop out golf ball sized cookies onto cookie sheets. Flatten with the back of a spoon. These cookies do not spread when baked.
6. Bake 8 to 10 minutes in preheated oven.

I've tried many breakfast cookies and this one was the clear winner!
Recipe: Chicken Bits on a Skewer with Mandarin Salad (for 4)

2 thawed, boneless, skinless chicken breasts
1 green pepper, cut into chunks (for skewering)
8 mushrooms, washed
½ yellow onion, cut into chunks

Marinade:
60 mL Japanese Soy Sauce
25 mL rice vinegar
15 mL sugar

1. Soak 4-5 bamboo skewers in water.
2. Cut chicken into 3 cm cubes.
3. In a small saucepan, combine soy sauce, rice vinegar and sugar together. Bring to a boil. Take off heat and marinade the cut chicken pieces for 10 minutes.
4. Wash and remove membranes and seeds from inside the green pepper. Cut into chunks.
5. Wash and pat dry mushrooms. Trim a small amount from the base.
6. Cut onion into chunks.
7. Thread chicken and vegetables, alternately, onto soaked skewers. Leave a “fingernail” of space in between pieces. Baste.
8. Move the rack to the very top position. Heat oven on BROIL.
9. Cover a cookie sheet with TIN FOIL, dull side up.
10. Place skewers on pan and grill 7 minutes. Turn over and baste.
11. Continue broiling 5-8 minutes until meat is no longer pink OR the inside temperature reaches 72 C.

Salad Dressing:
1. Measure all ingredients into a small jar. Secure lid and gently shake. Refrigerate until ready to use.

Salad:
1. Heat fry pan on medium
2. Melt margarine lightly
3. Toss lettuce with all ingredients and serve with dressing.
MAPLE CHAMPAGNE GREEN SALAD

Yield: 2-4

Champagne vinegar is delicate in taste and will add exceptional flavour to salad dressings, fish, vegetables and stocks. Most are imported from France.

1 handful 1 handful Mixed greens
1 handful 1 handful Baby spinach
1/4 c. 60 mL Chopped nuts (hazelnuts, pecans)
1 1 Granny smith apple, cored & cut into thin pieces
Fresh strawberries, sliced
Dried cranberries or cherries

Dressing:
2 Tbsp. 30 mL Mayonnaise
2 Tsp. 30 mL Maple syrup
1 ½ Tbsp. 22 mL Champagne vinegar
1 tsp. 5 mL Sugar
¼ c. 60 mL Oil
To taste To taste Salt and pepper

1. Prepare dressing:
(can make 3 days ahead; cover; refrigerate; re-whisk before using)

a) Whisk together mayo, maple syrup, vinegar and sugar.
b) Gradually whisk in oil until mixture thickens slightly.
c) Season to taste with salt and pepper.

2. Prepare salad:
a) Wash and dry greens.
b) Tear greens into bite-sized pieces.
c) Place in large salad bowl.
d) Slice apples and strawberries. Add to greens.
e) Sprinkle dried cranberries on top.

3. Toss greens with apples, fruit and 30 mL of chopped nuts. Toss with enough dressing to coat leaves (you will have extra dressing!).

4. Garnish with remaining 30 mL nuts.
Serve immediately.
### FOOD STUDIES 8-12 PRESCRIBED LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Foods 8</th>
<th>Foods 9</th>
<th>Foods 10</th>
<th>Foods 11</th>
<th>Foods 12</th>
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</thead>
<tbody>
<tr>
<td><strong>Safety and Sanitation</strong>&lt;br&gt;A1 identify sources of food contamination and demonstrate appropriate preventative measures, including&lt;br&gt;– washing hands&lt;br&gt;– sanitizing work surfaces&lt;br&gt;– cross-contamination prevention&lt;br&gt;– proper dishwashing&lt;br&gt;– clean-up procedures</td>
<td><strong>Safety and Sanitation</strong>&lt;br&gt;A1 identify sources of food-borne illnesses (e.g., salmonella, botulism, E. coli 0157:H7, staphylococcus) and demonstrate appropriate preventative measures, including&lt;br&gt;– washing hands&lt;br&gt;– sanitizing work surfaces&lt;br&gt;– cross-contamination prevention&lt;br&gt;– proper dishwashing&lt;br&gt;– temperature control&lt;br&gt;– clean-up procedures</td>
<td><strong>Safety and Sanitation</strong>&lt;br&gt;A1 identify sources of food-borne illnesses (e.g., salmonella, botulism, E. coli 0157:H7, staphylococcus, hepatitis A and Norwalk virus) and apply appropriate preventative measures</td>
<td><strong>Safety and Sanitation</strong>&lt;br&gt;A1 analyse sources of food-borne illnesses (e.g., salmonella, botulism, E. coli 0157:H7, staphylococcus, hepatitis A, Norwalk virus, camphylobacter, parasites) and apply appropriate preventative measures</td>
<td><strong>Safety and Sanitation</strong>&lt;br&gt;A2 demonstrate a knowledge of precautionary measures and emergency response associated with food preparation, including&lt;br&gt;– handling hot foods safely (e.g., to prevent steam scalds, burns from hot oil)&lt;br&gt;– responding appropriately to emergencies (e.g., fires, burns, cuts)</td>
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<tr>
<td>A4 demonstrate the ability to follow a recipe, including selecting appropriate equipment, using appropriate measuring techniques, time management, understanding of terminology</td>
<td>A4 demonstrate the ability to follow a recipe, including selecting appropriate equipment, using appropriate measuring techniques, time management, understanding of terminology</td>
<td>A3 demonstrate the ability to accurately evaluate and follow a recipe using appropriate equipment and measuring techniques</td>
<td>A3 demonstrate the ability to accurately evaluate and follow recipes using a variety of food preparation techniques and equipment</td>
<td>A3 demonstrate the ability to accurately evaluate and follow recipes using a wide variety of food preparation techniques and equipment</td>
</tr>
<tr>
<td>A5 care for and store equipment appropriately</td>
<td>A5 care for and store equipment appropriately</td>
<td>A4 identify various types of equipment used for food preparation</td>
<td>A4 compare various types of equipment used for food preparation</td>
<td>A4 evaluate new technologies available for food preparation</td>
</tr>
<tr>
<td>A6 demonstrate co-operation in partner and group work</td>
<td>A6 demonstrate organization and co-operation in partner and group work</td>
<td>A5 demonstrate organization and co-operation in partner and group work, including integration of planning skills (e.g., task sequencing, time management)</td>
<td>A5 devise plans and implement effective strategies for task sequencing and time management in co-operation with partners and groups</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Function of Ingredients</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A7 identify basic functions of common ingredients used in food preparation</td>
<td>A7 explain the functions of common ingredients used in food preparation</td>
<td>A6 compare like ingredients and how they affect nutrition, flavour, texture, taste, and quality of the product</td>
<td>A6 vary ingredients and methods in recipes to affect nutrition, flavour, texture, taste, and quality of the product</td>
<td>A6 adapt ingredients and methods to create original recipes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Food Preparation Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food Products</strong></td>
</tr>
<tr>
<td>B1 use recipes to prepare simple, healthy snacks and dishes</td>
</tr>
<tr>
<td><strong>Methods of Cooking</strong></td>
</tr>
<tr>
<td>B2 use a variety of cooking methods</td>
</tr>
<tr>
<td><strong>Food Products</strong></td>
</tr>
<tr>
<td>B1 use recipes to prepare simple, healthy snacks and dishes</td>
</tr>
<tr>
<td></td>
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</table>

15
<table>
<thead>
<tr>
<th>C1 describe the importance of nutrition and other factors that contribute to health</th>
<th>C1 identify and explain the functions of nutrients (including proteins, carbohydrates, fats, vitamins and minerals, fibre, and water) and how they relate to Eating Well with Canada’s Food Guide</th>
<th>C1 demonstrate an understanding of the following nutrients and their relationship to healthy living: – a variety of protein choices – simple and complex carbohydrates – saturated, unsaturated, and trans fats – micronutrients, including vitamins and minerals</th>
<th>C1 demonstrate an understanding of the importance of nutrients during various stages of the lifecycle, and the effects of deficiencies and excesses</th>
<th>C1 apply principles from Eating Well with Canada’s Food Guide and other reliable sources to analyse menus and make recommendations for particular dietary needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2 use Eating Well with Canada’s Food Guide to plan simple, nutritious dishes and snacks</td>
<td>C2 use Eating Well with Canada’s Food Guide to plan meals and snacks for a nutritionally balanced diet</td>
<td>C2 create nutritious menus for a variety of dietary and budget considerations using Eating Well with Canada’s Food Guide</td>
<td>C2 create nutrition plans within a specified budget for a variety of dietary considerations that meet recommendations from Eating Well with Canada’s Food Guide</td>
<td>C2 demonstrate an understanding of the importance of energy balance</td>
</tr>
<tr>
<td>C3 use product labels to identify and compare the nutritional value of a variety of food products</td>
<td>C3 examine the relationship between individual eating practices and physical activity</td>
<td>C3 analyse the relationship between daily food intake and physical activity</td>
<td>C3 analyse individual eating practices as they relate to physical and mental well-being, food fads, and food myths (e.g., comfort foods, trendy diets, exaggerated claims about foods)</td>
<td>C3 analyse implications of healthy and unhealthy eating behaviour, including following food fads, disordered eating, and use of supplements</td>
</tr>
<tr>
<td>C4 identify and compare the ingredients and nutritional value of various commercial food products</td>
<td>C4 compare recipes to identify the healthier choice</td>
<td>C5 evaluate commercial food products, including – interpreting information on food labels – analysing food labels for nutritional value – developing and using criteria to compare similar food products</td>
<td>C4 identify ways to improve the nutritional value of recipes</td>
<td>C4 modify and test recipes to improve their nutritional value</td>
</tr>
<tr>
<td>C5 critique the use of additives and enrichments, use of pesticides, and nutrition and health statements about foods</td>
<td>C1 identify and explain the functions of nutrients (including proteins, carbohydrates, fats, vitamins and minerals)</td>
<td>C1 demonstrate an understanding of the following nutrients and their relationship to healthy living: – a variety of protein choices – simple and complex carbohydrates – saturated, unsaturated, and trans fats</td>
<td>C5 identify types of food additives and enrichments and their function in food products</td>
<td>C5 critique the use of additives and enrichments, use of pesticides, and nutrition and health statements about foods</td>
</tr>
</tbody>
</table>

**Nutrition and Healthy Eating**

- **C1** describe the importance of nutrition and other factors that contribute to health
- **C2** use Eating Well with Canada’s Food Guide to plan simple, nutritious dishes and snacks
- **C3** use product labels to identify and compare the nutritional value of a variety of food products
- **C4** identify and compare the ingredients and nutritional value of various commercial food products
- **C5** critique the use of additives and enrichments, use of pesticides, and nutrition and health statements about foods

**Nutritional Knowledge**

- **C1** identify and explain the functions of nutrients (including proteins, carbohydrates, fats, vitamins and minerals, fibre, and water) and how they relate to Eating Well with Canada’s Food Guide
- **C2** use Eating Well with Canada’s Food Guide to plan meals and snacks for a nutritionally balanced diet

**Nutritional Practice**

- **C3** examine the relationship between individual eating practices and physical activity
- **C4** compare recipes to identify the healthier choice
- **C5** evaluate commercial food products, including – interpreting information on food labels – analysing food labels for nutritional value – developing and using criteria to compare similar food products

**Nutritional Analysis**

- **C1** demonstrate an understanding of the following nutrients and their relationship to healthy living: – a variety of protein choices – simple and complex carbohydrates – saturated, unsaturated, and trans fats – micronutrients, including vitamins and minerals
- **C2** create nutritious menus for a variety of dietary and budget considerations using Eating Well with Canada’s Food Guide
- **C3** analyse the relationship between daily food intake and physical activity
- **C4** identify ways to improve the nutritional value of recipes
- **C5** identify types of food additives and enrichments and their function in food products

**Nutritional Evaluation**

- **C1** demonstrate an understanding of the importance of nutrients during various stages of the lifecycle, and the effects of deficiencies and excesses
- **C2** create nutrition plans within a specified budget for a variety of dietary considerations that meet recommendations from Eating Well with Canada’s Food Guide
- **C3** analyse individual eating practices as they relate to physical and mental well-being, food fads, and food myths (e.g., comfort foods, trendy diets, exaggerated claims about foods)
- **C4** modify and test recipes to improve their nutritional value
- **C5** critique the use of additives and enrichments, use of pesticides, and nutrition and health statements about foods

**Nutritional Principles**

- **C1** apply principles from Eating Well with Canada’s Food Guide and other reliable sources to analyse menus and make recommendations for particular dietary needs
Thanks to Paula Aquino for putting together the learning outcomes in this format – You can download this document online on the THESA website. I have found it particularly helpful to make a chart with the learning outcomes in the first column and then create two more columns. I list any classroom activities or correspond to the learning outcome in the second column and then in the third I list the formative and summative assessments that will correspond to the learning outcome. It has been a great way to plan my courses. I’ve also found it helpful to put two grades beside each other when I’m teaching a split class.
Current PR – Items for Sale

Items that THESA has for sale:

- Mark Book (non-THESA members: $15.00) – $12.00
- THESA Lesson Aids Book 2000 – $15.00
- Lanyards w/ Detachable Keyring - red, black, green, blue, purple – $4.00
- Black Planner with Calculator – $25.00
- THESA Navy Golf Shirt - 100% pique cotton, sizes S, M, L – $27.50
- Blue Insulated Coffee Mug – $12.00
- Bowl Scraper, printed – $2.00
- Pen on a Rope - white – $2.00
- Keyring with Mini Tool Kit and Tape Measure – $5.00
- White Chef’s Hat Magnet – $2.00
- Red Apple Note Holder – $5.00
- Notepaper with Printed Header – $2.50
- Paperclip Holder - green, magnetic – $3.50
- Balloons – $0.25
- Blue 3-ring Binder with THESA on cover and spine – $7.00

**Student Apron w/o Pockets**
(white with Logo: "Home Economics - Don't leave school without it!") – $10.00

**Teacher's Apron w/ Pockets** - red, burgundy, forest green, navy, black, royal blue(Logo: "Home Economics - Don't leave school without it!") – $18.00

Do you have an idea for a PR item? Email Tanya at silvonen@telus.net to let her know.

When purchasing items from THESA, please make the cheque out to THESA and then mail the cheque to:
Upon receiving your cheque the requested items will be mailed to you.
Any questions, please contact silvonen@telus.net
Would you like to:

- strengthen your current subject area
- add a second subject specialization
- add new content and fresh ideas to your lessons

Providing dynamic learning environments, UBC’s Faculty of Education delivers engaging Home Economics courses both online and off-campus to meet the needs of working education professionals.

Choose when, where and how you wish to study - learning can take place anywhere as long as you have a computer with internet access. Online courses provide for rich interaction between you, your fellow students, and instructors. Or join in an off-campus Summer Institute, a week-long immersion into a subject area.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>WHEN</th>
<th>DELIVERY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum and Instruction in Home Economics Education (HMED 514)</td>
<td>May 2009</td>
<td>online</td>
</tr>
<tr>
<td>Special Study in Subject-Matter: Food Studies (HMED 441)</td>
<td>May 2009</td>
<td>online</td>
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<tr>
<td>Curriculum &amp; Instruction in Health Education (CUST 306)</td>
<td>July 2009</td>
<td>Vernon, BC</td>
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<tr>
<td>Techniques &amp; Pedagogies of Apparel Construction (HMED 465A)</td>
<td>July 2009</td>
<td>Vernon, BC</td>
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<tr>
<td>An Inquiry Approach to Curriculum &amp; Pedagogy (HMED 465D)</td>
<td>Sept. 2009</td>
<td>online</td>
</tr>
<tr>
<td>Foundations of Home Economics Education (HMED 545)</td>
<td>Jan. 2010</td>
<td>online</td>
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</tbody>
</table>

For more information contact Dr. Mary Gale Smith - marygs@interchange.ubc.ca

http://eplt.educ.ubc.ca/programs/diploma/hmed.php
Footprints in the Valley

THESA CONFERENCE 2009

OCTOBER 23, 2009

G. W. GRAHAM MIDDLE-SECONDARY SCHOOL
45955 THOMAS RD.
CHILLIWACK, BC  V2R 0B5

THURSDAY, OCTOBER 22
WINE & CHEESE 7:30 – 9:30 PM
TRAVELODGE CHILLIWACK

FRIDAY, OCTOBER 23
8:00 AM  REGISTRATION
8:45 AM – 4:30 PM
UFV FASHION SHOW
WORKSHOPS & SEMINARS
LOCAL TOURS
AGM
MERCHANT MALL
DINNER

SATURDAY, OCTOBER 24
LOCAL TOURS

FOR MORE INFORMATION:
www.thesaconference.ca
CONFERENCE CHAIR: paula_aquino@sd33.bc.ca

CONFERENCE HOTELS: TRAVELodge & COMFORT Inn
CONFERENCE SPONSORED BY ABBOTSFORD AND CHILLIWACK TEACHERS

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