

Curriculum for Food and Health

This is a translation from Norwegian Nynorsk of the official Norwegian subject curriculum text.

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About the subject

Relevance and central values

Food and health is an important subject for understanding the relationship between diet and health. In food and health, the pupils learn how to plan, cook and enjoy meals with others. The subject shall also help pupils develop life skills. Food and health contributes to health promotion, the enjoyment of food, and interest in the diversity of foods and food customs in society. Food and health shall stimulate creativity, cooperation and the ability to achieve.

All subjects are designed to help give pupils a strong foundation for learning. Through practical work, exploration and aesthetic forms of expression, food and health shall help the pupils become engaged, creative and innovative. A social community around cooking and mealtimes shall help foster cooperation, understanding, care and respect for each other, and provide a basis for equal worth and equality. Emphasis on norms and values in the Norwegian and Sami food cultures, and exploration of other food cultures shall contribute to strengthening the appreciation of cultural diversity and help the pupils to develop a strong identity. Food and health shall help the pupils develop critical thinking, ethical awareness and sense of responsibility to enable them to choose both healthy and sustainable foods.

Core elements

Healthy diet

By cooking food and preparing meals, the pupils experience the enjoyment of food and develop knowledge about safe food and a healthy diet. The dietary advice of the health authorities plays a central role in the education, thus making the pupils aware of the relationship between nutrition and health giving them the competence to choose a healthy and varied diet.

Sustainable food habits and consumption

Consumption and the choice of food impacts the individual, the environment and the world in which we live. By planning meals and cooking, the pupils learn how to use raw ingredients and leftovers making them aware that food is a limited resource. They also learn sustainable food habits and become conscious consumers.

Food and meals as an expression of identity and culture

The culture around food and meals is continuously changing. It is impacted by the use of raw ingredients, knowledge, traditions, and social or religious

norms and values. Cooking and food are social arenas for exploration, cooperation and co-creation. When food cultures and cultural activities in Norway meet those from other countries, diversity is fostered laying the foundation for understanding, awareness and curiosity. In this way, the pupils experience the enjoyment of food together, and renew and safeguard the food cultures.

Interdisciplinary topics

Health and life skills

In food and health, the interdisciplinary topic of health and life skills involves providing the pupils with knowledge about foods and food habits that form the basis for good health. By planning and cooking food and meals, the pupils gain insight into national dietary guidelines. The subject shall contribute to health promotion and prevention of lifestyle diseases, personal life skills and reduce social inequalities in health. Eating together and practical cooperation in the kitchen shall help increase the pupil's self-esteem and sense of belonging to a community.

Sustainability

In the subject of food and health, the interdisciplinary topic of sustainable development emphasises how both food production and consumption should not at the present time or in the future be carried in ways that would cause national or global harm. The subject shall help pupils become aware of ethical and economic questions around food production, consumption and the distribution of food resources, so they can make responsible choices and develop good values and attitudes.

Basic skills

Oral skills

Oral skills in food and health involve being able to convey curiosity about the subject and reflection through storytelling, conversations, discussions and presentations. The development of oral skills in food and health progresses from talking about cooking and meals to presenting and discussing increasingly complex topics related to health, food consumption and food safety. The pupils must gradually use more subject terminology when grounding their choices or participating in academic discussions.

Writing

Writing in food and health involves structuring texts to use when cooking and in conjunction with meals. It also involves conveying academic competence and being able to express one's own views or choices. The development of

writing skills in food and health progresses from being able to write simple shopping lists and short complex texts to being able to plan and create recipes and menus.

Reading

Reading in food and health involves understanding, interpreting and assessing recipes, tables and illustrations in conjunction with cooking. It also involves understanding and assessing relevant specialised texts. The development of reading skills in the subject progresses from understanding simple illustrations and complex texts on paper and screens to interpreting and critically assessing more complex specialised texts, figures and tables via different media.

Numeracy

Numeracy in food and health involves knowing and using figures and units for volume, weight, quantities, fractions, percentages, time, temperature and geometric figures in conjunction with cooking. It also involves calculating and assessing portions in recipes and conveying numbers and figures when comparing or discussing academic and interdisciplinary topics. The development of numeracy skills progresses from being able to use correct mass and weight units, and the creation of simple diagrams and tables, to being able to use various mathematical skills in the planning and execution of cooking meals, as well as being able to create more complex tables and figures in written work.

Digital skills

Digital skills in food and cooking involve being able to use a range of digital resources and technologies to strengthen practical cooking skills. They also involve conveying and assessing credible and appropriate digital texts, and audio, image and video files for the subject. The development of digital skills in food and health progresses from being able to use digital resources to searching for information, following recipes and presenting facts to using a wide range of digital resources to critically assess information from different media and to communicate academic reflection. The development may also progress from using simple to more advanced technology in connection with cooking.

Competence aims and assessment

Competence aims and assessment Year 4

Competence aims after Year 4

The pupil is expected to be able to

- follow the principles of food hygiene when cooking
- use utensils, simple cooking techniques, and mass and volume measurements
- recognise flavours in foods and question why we taste them differently
- describe the characteristics of healthy and a wide variety of food and why they are important to health
- utilise local foods in cooking and present the parts of the supply chain from raw ingredients to meals
- sort food waste and explain why it is important
- create simple meals and help create a pleasant frame around meals with others
- talk about food customs in Norway, Samiland and other cultures and the value of eating with others
- talk about how school meals may contribute to having a good day at school

Formative assessment

The formative assessment should help promote learning and the development of competence. The pupils demonstrate and develop competence in food and health in Years 1, 2, 3 and 4 when they make food and meals, and when they talk about how food choices and meals may impact our health and the health of the planet on which we live.

The teacher facilitates pupil participation and encourages the desire to learn through practical assignments in the kitchen and other suitable learning arenas. The teacher shall have conversations with the pupil regarding their development in food and health. The pupils shall have the opportunity to experiment. Based on the demonstrated competence of the pupils, they shall be given the opportunity to express what they believe they can accomplish and in which areas they have improved. The teacher provides guidance on further learning and adapts the education to enable the pupils to use the guidance to develop competence to make meals that lay the foundation for good health and becoming conscious consumers.

Competence aims and assessment Year 7

Competence aims after Year 7

The pupil is expected to be able to

- to use utensils, basic techniques and cooking methods to make safe and sustainable food that lays the foundation for good health
- use their senses to explore and assess the flavour of food and texture, and explore food preparation
- recognise and describe the basic flavours in foods, and explain and discuss how flavours can affect food preferences and food choices
- use recipes in cooking and calculate and assess the volume of portions both with and without using digital resources
- demonstrate the relationship between food groups and nutrients important for good health
- use food labelling and dietary models to put together a healthy, varied and sustainable diet and reflect on their choices
- use digital resources to compare and discuss product information and advertisements in various media
- use food and leftovers, and reflect on their own food consumption
- explore and present traditional Norwegian and Sami food preservation methods and talk about the raw ingredients that are preserved
- make meals from different cultures, and describe and explore how a social community and interaction may contribute to improved health

Formative assessment

The formative assessment should help promote learning and the development of competence. The pupils demonstrate and develop competence in food and health in Years 5, 6, and 7 when they make, explore and assess food and meals, and when they reflect on issues related to diet, health and food consumption.

The teacher facilitates pupil participation and encourages the desire to learn through practical assignments in the kitchen and other suitable learning arenas. The teacher shall have conversations with the pupil regarding their development in food and health. The pupils shall have the opportunity to experiment. Based on the demonstrated competence of the pupils, they shall be given the opportunity to express what they believe they can accomplish and in which areas they have improved. The teacher provides guidance on further learning and adapts the education to enable the pupils to use the guidance to develop competence in making sustainable food that lays the foundation for good health, and becoming conscious consumers and conveyors of food cultures.

Competence aims and assessment Year 10

Competence aims after Year 10

The pupil is expected to be able to

- plan and use suitable utensils, techniques and cooking methods to create safe and sustainable food that lays the foundation for good health
- use their senses to assess the quality of foods, explore and combine flavours in cooking and improve recipes, menus and food preparation
- discuss how diet may contribute to good health, and use digital resources to assess their own diet and to choose healthy and a variety of different foods when cooking
- describe and critically assess claims, advice and information about diet and health
- critically assess information about food production and discuss how consumer power can impact local and global food production
- explore the carbon footprint of foods, and describe how food choices and food consumption may impact the environment, climate and food safety
- make food from Norway, Samiland and other cultures, and compare and explore raw ingredients and cooking methods used in different food cultures
- demonstrate how cooking and meals convey identity and community in different cultures

Formative assessment

The formative assessment should help promote learning and the development of competence. The pupils demonstrate and develop competence in food and health in Years 8, 9, and 10 when they make, explore and assess food and meals, and when they reflect on issues related to diet, health, food production, food choices, consumer power, and identity and food cultures.

The teacher facilitates pupil participation and encourages the desire to learn through practical assignments in the kitchen and other suitable learning arenas. The teacher shall have conversations with the pupil regarding their development in food and health. The pupils shall have the opportunity to experiment. Based on the demonstrated competence of the pupils, they shall be given the opportunity to express what they believe they can accomplish and reflect on their own academic development. The teacher provides guidance on further learning and adapts the education to enable the pupils to use the guidance to develop competence in making sustainable food that lays the foundation for good health, and becoming conscious consumers and conveyors of food cultures.

Assessment of coursework

The grades awarded for coursework reflect the overall competence of the pupil in food and health at the end of the education after Year 10. The teacher plans and facilitates the pupils in demonstrating their competence in various ways, including awareness, reflection and critical thinking in various contexts. The teacher awards grades in food and health based on the competence the pupil has demonstrated when working with food and meals in a practical and explorative manner. The grade shall also be based on the competence the pupil has demonstrated when communicating knowledge and understanding of the content and contexts in the subject.

Type of assessment

Assessment of coursework

Year 10 or the stage at which the subject ends: The pupil shall have one grade awarded for coursework.

Examination for pupils

Year 10 or the stage at which the subject ends: The pupil does not sit for an examination.

Examination for external candidates

Year 10 or the stage at which the subject ends: The subject does not have an arrangement for external candidates.