

Tour of the Text Scavenger Hunt

Instructions

1. Divide the tasks between you and your partner.
2. Find the item in the scavenger hunt list and record the page number and other related information. (*Hint:* Use the Table of Contents and the Index.)
3. Share the information you found with your partner. When you have both completed your sheets, let your teacher know.

Items to Find

1. Three Maps

- a) p. _____
- b) p. _____
- c) p. _____

BONUS: How many maps are there in Chapter 16? _____

2. Pictures

- a) Canada's new food guide, *Eating Well with Canada's Food Guide*. p. _____
- b) An older version of Canada's food guide. p. _____
- c) *Eating Well with Canada's Food Guide—Inuit, Métis, and First Nations*. p. _____

BONUS: Find a diagram of a cross-section of a whole grain. p. _____

3. Career Profiles

- a) A chef. p. _____
- b) A counsellor for eating disorders. p. _____
- c) A fisheries biologist. p. _____

BONUS: What charity promoted by Hayley Wickenheiser encourages children in war-torn and impoverished countries to play? _____

4. Recipes

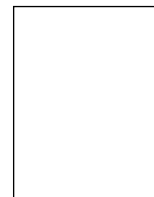
- a) Soup. p. _____
- b) Trout. p. _____
- c) Cake. p. _____

BONUS: What is the difference between baking powder and baking soda?

5. Information

- a) How to read a food label. p. _____
- b) Vegetarianism. p. _____
- c) First aid. p. _____

BONUS: Draw the health check symbol in the box provided.



6. Historical Perspectives

- a) Tells you about the General Store. p. _____
- b) Tells you about the Refrigerator. p. _____
- c) Tells you about BC Mushrooms. p. _____

BONUS: In what year did the word “diet” originate? _____

7. Literacy in Your Life articles

- a) Homemade cleaning products. p. _____
- b) Sugar and artificial sweeteners. p. _____
- c) What grocery stores don't want you to know. p. _____

BONUS: On what page is information on wild berries used in First Nations cultures? p. _____

8. Thinking Critically

- a) Energy drinks. p. _____
- b) Bottled water. p. _____
- c) Claims on labels p. _____

BONUS: What Thinking Critically article talks about how to determine if nutrition information is reliable? p. _____

9. Food for Thought

- a) Draw the symbol for the Food for Thought feature.
- b) How many Food for Thought features are there in Chapter 9? _____

BONUS: Which one talks about taking children shopping? p. _____

10. Safety Check

- a) Draw the symbol for the Safety Check feature.
- b) How many Safety Check features are there in Chapter 13? _____
- c) There is only one safety check in Chapter 11. What page is it on? _____

BONUS: What is the topic? _____

11. Find definitions of

- a) Pathogens
- b) Food additives
- c) Phytates

BONUS: Where can you find information on “Effective Handwashing”? _____

12. Find the chapters that cover these topics.

- a) Agriculture in Canada. Chapter _____
- b) Kitchen equipment. Chapter _____
- c) Nutrition for seniors. Chapter _____

BONUS: What page can you find information on altering recipes to make them healthier? p. _____

Sensory Evaluation

Take a small sample of each of the puddings and fill in the following chart with descriptive comments about their taste, texture, and colour.

Sample	Taste	Texture	Colour
Yellow			
Red			
Green			
Blue			
Natural			
Other			

Individual Ratings:

Best for Taste — Why? _____

Best for Texture — Why? _____

Best for Colour — Why? _____

Group Tally of Ratings:

Best for Taste _____

Best for Texture _____

Best for Colour _____

Conclusions

1. Can you make a general statement about the effect the sense of sight, especially the colour of food, has on taste perception and appetite?

2. Use the space below to design another colour/taste experiment to test your conclusions about the effects of food colour on taste and appetite.

Did you know?

For some people, colours actually have “tastes” associated with them. This neurological phenomenon is called synaesthesia.

We eat because we are hungry.

Define **HUNGER** : _____

We eat because our appetite has been stimulated.

Define **APPETITE** : _____

Identify the factors that could stimulate a person's appetite, as illustrated in these pictures.



NAME: _____

DATE: _____

BLM 1-3
continued



What have you eaten so far today? _____

Why did you eat these foods? _____

Comfort Foods — Become a Food Studies Researcher

Food studies researchers come from a variety of disciplines. Some are food scientists; some are environmental scientists; some study nutrition; some study the philosophy, psychology, or sociology of food and eating. The research they conduct provides facts and information for textbooks like *Food for Life*.

Food studies researchers follow a research method that involves:

1. Determining the research question
2. Deciding how to gather data
3. Analyzing the data
4. Reporting the results

You are interested in the social and emotional significance of food. Your research questions come from Chapters 1 and 3 of *Food for Life*, where comfort foods are defined as foods that make people feel better.

Your research questions are:

1. What foods make students feel better?
2. Why do they make them feel better?

To gather data you are going to conduct a survey.

You will interview 10 students and record the data in the chart on the following page. Remember, this is serious research so you must be very professional. You will introduce yourself to the student; explain that you are conducting research on comfort foods; and state that their names will not be recorded and that their answers will be kept confidential.

<i>Student</i>	<i>Grade</i>	<i>Male (M)</i> <i>Female (F)</i>	<i>What foods make them feel better? What are their comfort foods?</i>	<i>Why or how do these foods make them feel better?</i>
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

When conducting research, you must have more than 10 subjects in your sample group. Bring your information to class so that it can be combined with the other researchers' information. The data can then be analyzed and you can write your report.