

TEACHER GUIDE
HEALTH AND
LIFE SKILLS 7-9

Food — for — Me

Using *Canada's Food Guide*
to plan meals and snacks

ACKNOWLEDGEMENTS

The Alberta Teach Nutrition team of Registered Dietitians at Dairy Farmers of Canada is passionate about growing positive attitudes and behaviours around food and eating. We work alongside teachers and students during the development process to ensure our resources meet your needs. Thank you to the many Alberta teachers who invited us into your classrooms, participated in surveys and interviews, piloted materials, and offered feedback and insights.

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LESSONS AT A GLANCE

Each lesson is estimated to take 45 minutes. Please adjust each lesson's timing to suit your school context and students' needs.

The Food for Me module addresses this question: How can you use *Canada's Food Guide* (CFG) to plan and create enjoyable meals and snacks?¹

LESSON 1: THE BUILDING BLOCKS OF MEALS AND SNACKS

Students will practise creating meals and snacks that feature foods from the CFG Plate.²

LESSON 2: EXPLORING VARIETY

Students will explore how choosing a variety of vegetables and fruits, whole grain foods, and protein foods helps their body get the nutrients it needs.

LESSON 3: FACTORS THAT AFFECT FOOD CHOICES

Students will examine how various factors related to personal needs and available resources influence food choices.

LESSON 4: FOOD TRUCK FRENZY

Students will apply knowledge of the CFG Plate, of choosing a variety of foods, and of factors that affect food choices in the development of a food truck menu.

OPTIONAL: FOOD TRUCK FRENZY ENGLISH LANGUAGE ARTS EXTENSION

Students will create a short radio or video advertisement letting the public know about their new food truck.

OVERVIEW OF MODULE COMPONENTS

STUDENT WORKBOOK

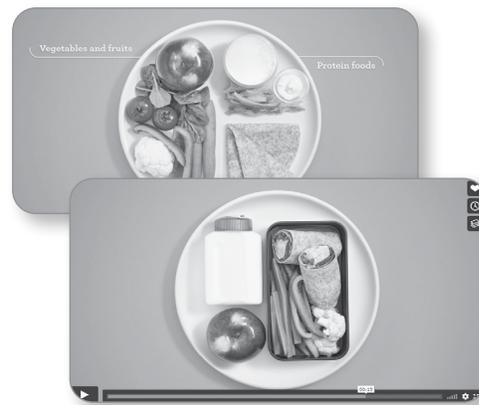
The Student Workbook includes activity worksheets for each lesson. You can order class sets of workbooks from TeachNutrition.ca.

SLIDE DECKS

The slide decks are the main teaching tools for each lesson. They contain videos, background information, activity instructions, and discussion questions. Suggested speaking notes and additional information for teachers can be found in the notes section of each slide.

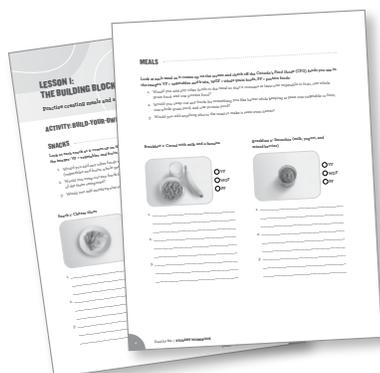
CANADA'S FOOD GUIDE TRANSFORMATION VIDEOS

Short CFG transformation videos embedded in the slide decks introduce each lesson. You will need an internet connection to show the videos. Each video starts with a variety of ingredients on a plate that resembles the CFG Plate. The food spins and is transformed into a meal.



ACTIVITIES

Suggestions on how to facilitate the activities are included in the slide decks, and related worksheets are included in the Student Workbook. The Activity Answer Keys section of this Teacher Guide includes completed activity worksheets for Lessons 1-3 and guidance for assessing Lesson 4 and the English Language Arts extension activity. The following activities are part of this module:



Lesson 1: Build-Your-Own Meals and Snacks

Students are shown a series of images. They assess meals and snacks to see if they include vegetables and fruits, whole grain foods, and/or protein foods. Students then decide if a food should be added to balance the meal or snack.

ACTIVITY ANSWER KEYS

LESSON 1: THE BUILDING BLOCKS OF MEALS AND SNACKS

LESSON 1: THE BUILDING BLOCKS OF MEALS AND SNACKS

Practise creating meals and snacks that feature foods from the CFG Plate.

ACTIVITY: BUILD-YOUR-OWN MEALS AND SNACKS

SNACKS

Look at each snack as it comes up on the screen and check off the *Canada's Food Guide* (CFG) foods you see in the images: VF = vegetables and fruits, WGF = whole grain foods, PF = protein foods.

1. Would you add any other foods to the snack so that it contains foods from at least two categories (vegetables and fruits, whole grain foods, and protein foods)?
2. Would you swap out any foods for something you like better, while keeping foods from at least two of the three categories?
3. Would you add anything else to the snack to make it taste even better?

Snack 1: Cheese slices



- VF
 WGF
 PF

1. Whole grain food OR
Vegetable or fruit
2. E.g., whole grain crackers,
whole grain muffin, OR
cauliflower, carrot sticks, grapes
3. (Students' choice)

Snack 2: Vegetables with hummus



- VF
 WGF
 PF

1. No, this snack contains
food from two categories
2. N/A
3. (Students' choice)

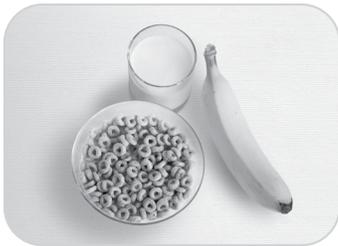
MEALS

Look at each meal as it comes up on the screen and check off the CFG foods you see in the images:

VF = vegetables and fruits, WGF = whole grain foods, PF = protein foods.

1. Would you add any other foods to the meal so that it contains at least one vegetable or fruit, one whole grain food, and one protein food?
2. Would you swap out any foods for something you like better while keeping at least one vegetable or fruit, one whole grain food, and one protein food?
3. Would you add anything else to the meal to make it taste even better?

Breakfast 1: Cereal with milk and a banana



- VF
- WGF
- PF

1. No, this meal contains food
from all three food categories

2. N/A

3. (Students' choice)

Breakfast 2: Smoothie (milk, yogurt, and mixed berries)



- VF
- WGF
- PF

1. Whole grain food

2. E.g., rolled oats (in smoothie),
whole grain muffin

3. (Students' choice)

MEALS

Look at each meal as it comes up on the screen and check off the CFG foods you see in the images:
VF = vegetables and fruits, WGF = whole grain foods, PF = protein foods.

1. Would you add any other foods to the meal so that it contains at least one vegetable or fruit, one whole grain food, and one protein food?
2. Would you swap out any foods for something you like better while keeping at least one vegetable or fruit, one whole grain food, and one protein food?
3. Would you add anything else to the meal to make it taste even better?

Lunch 1: Vegetable stir-fry, brown rice, and a glass of water



- VF
- WGF
- PF

1. Protein food

2. E.g., beef, shrimp, tofu

3. (Students' choice)

Lunch 2: Falafel pita with vegetables and tzatziki, an apple, and a glass of water



- VF
- WGF
- PF

1. No, this meal contains food
from all three food categories

2. N/A

3. (Students' choice)

MEALS

Look at each meal as it comes up on the screen and check off the CFG foods you see in the images:
VF = vegetables and fruits, WGF = whole grain foods, PF = protein foods.

1. Would you add any other foods to the meal so that it contains at least one vegetable or fruit, one whole grain food, and one protein food?
2. Would you swap out any foods for something you like better while keeping at least one vegetable or fruit, one whole grain food, and one protein food?
3. Would you add anything else to the meal to make it taste even better?

Supper 1: Pita pizza with chicken and cheese, and a glass of water



- VF
 WGF
 PF

1. Vegetable or fruit

2. E.g., mixed salad, broccoli florets, strawberries, or orange slices

3. (Students' choice)

Supper 2: Baked fish; whole grain couscous; cooked squash, beans, and corn; a cookie; and a glass of milk



- VF
 WGF
 PF

1. No, this meal contains food from all three food categories

2. N/A

3. (Students' choice)

REFLECTION QUESTIONS

1. Based on what you learned today, what could you try the next time you plan a snack?

Students may discuss aiming for two CFG categories at snacks. They may also mention including personal food preferences or sauces and sides (e.g., vegetable dip), which can add enjoyment to eating.

If students mention foods outside the three categories, you may wish to refer to How to Talk about Food with Students on page 19 for guidance on talking about all foods in an inclusive way.

Have students apply the learning to their life with specific examples (e.g., My favourite snack is an apple. Based on what I learned, I might pair it with cheese or nuts so my snack includes two CFG categories.).

2. Based on what you learned today, what could you try the next time you plan a meal?

Students may discuss aiming for three CFG categories at meals. They may also mention including personal food preferences or sauces and sides (e.g., vegetable dip), which can add enjoyment to eating.

If students mention foods outside the three categories, you may wish to refer to How to Talk about Food with Students on page 19 for guidance on talking about all foods in an inclusive way.

Have students apply the learning to their life with specific examples (e.g., It's okay to include a food like a cookie at a meal. I can still include all three CFG categories in the main dish.).

LESSON 2: EXPLORING VARIETY

LESSON 2: EXPLORING VARIETY

Explore how choosing a variety of vegetables and fruits, whole grain foods, and protein foods helps your body get the nutrients it needs.

ACTIVITY: FOOD PROFILES

Your teacher will assign you a set of foods to examine using nutrient graphs.

1. Which *Canada's Food Guide* category do these foods belong to: vegetables and fruits, whole grain foods, or protein foods?

Vegetables and fruits

2. In the chart below, list the top three nutrients in each food from highest percent daily value (% DV) to lowest % DV. If there is a tie, write in all the nutrients at that % level. Mark the protein claim for each food as well.

FOOD	TOP THREE NUTRIENTS	% DV	PROTEIN CLAIM
Apple	1. Fibre	14%	<input type="radio"/> Excellent source of protein
	2. Vitamin C	9%	<input type="radio"/> Good source of protein
	3. Carbohydrate	8%	<input checked="" type="radio"/> Low source of protein
Bell Pepper	1. Vitamin C	70%	<input type="radio"/> Excellent source of protein
	2. Vitamin B6	10%	<input type="radio"/> Good source of protein
	3. Fibre, Thiamin	4%	<input checked="" type="radio"/> Low source of protein
Bok Choy, Cooked	1. Vitamin C	26%	<input type="radio"/> Excellent source of protein
	2. Vitamin A	19%	<input type="radio"/> Good source of protein
	3. Vitamin B6, Folate	9%	<input checked="" type="radio"/> Low source of protein

FOOD	TOP THREE NUTRIENTS	% DV	PROTEIN CLAIM
Orange	1. Vitamin C	77%	<input type="radio"/> Excellent source of protein
	2. Thiamin	10%	<input type="radio"/> Good source of protein
	3. Folate	10%	<input checked="" type="radio"/> Low source of protein
Peaches, Canned in Juice	1. Fibre	7%	<input type="radio"/> Excellent source of protein
	2. Carbohydrate, Niacin, Vitamin C	5%	<input type="radio"/> Good source of protein
	3.		<input checked="" type="radio"/> Low source of protein
Potato, Baked	1. Vitamin B6	12%	<input type="radio"/> Excellent source of protein
	2. Potassium	8%	<input type="radio"/> Good source of protein
	3. Vitamin C	7%	<input checked="" type="radio"/> Low source of protein

3. Are the top three nutrients for each food different? Yes No

4. Why do you think it is important to eat a variety of vegetables and fruits, whole grain foods, and protein foods?

Students may mention that the amount and type of nutrients each food provides is different. By eating a variety of foods, instead of the same few all the time, we are more likely to get the 50+ vitamins, minerals, and other nutrients our bodies need for daily living.

5. What are some challenges to eating a variety of foods? How could these be addressed?

Students may mention individual factors such as these:

- *lack of planning; may address by taking time to pack a lunch or snack for school*
- *food allergies or intolerances; may address by considering safe alternatives within a food category (e.g., someone with a peanut allergy might choose sunflower seed butter rather than peanut butter)*
- *vegetarian eating patterns; may address by considering non-meat foods in the protein category such as milk, eggs, and pulses*

Social factors such as access to food may also come up; these are often complex challenges and students are not expected to resolve them.

Tailor your discussion to the developmental level of your class and encourage students to consider various aspects of the challenge. For example, issues related to food security include income and employment, which are influenced by government policies.

LESSON 2: EXPLORING VARIETY

Explore how choosing a variety of vegetables and fruits, whole grain foods, and protein foods helps your body get the nutrients it needs.

ACTIVITY: FOOD PROFILES

Your teacher will assign you a set of foods to examine using nutrient graphs.

- Which *Canada's Food Guide* category do these foods belong to: vegetables and fruits, whole grain foods, or protein foods?

Whole grain foods

- In the chart below, list the top three nutrients in each food from highest percent daily value (% DV) to lowest % DV. If there is a tie, write in all the nutrients at that % level. Mark the protein claim for each food as well.

FOOD	TOP THREE NUTRIENTS	% DV	PROTEIN CLAIM
Brown Rice	1. Magnesium	11%	<input type="radio"/> Excellent source of protein
	2. Thiamin, Niacin, Vitamin B6	9%	<input type="radio"/> Good source of protein
	3.		<input checked="" type="radio"/> Low source of protein
Corn Tortilla	1. Fibre	8%	<input type="radio"/> Excellent source of protein
	2. Magnesium	6%	<input type="radio"/> Good source of protein
	3. Carbohydrate	5%	<input checked="" type="radio"/> Low source of protein
Wheat Squares Cereal	1. Thiamin	45%	<input type="radio"/> Excellent source of protein
	2. Iron	26%	<input type="radio"/> Good source of protein
	3. Vitamin B6, Folate	15%	<input checked="" type="radio"/> Low source of protein

FOOD	TOP THREE NUTRIENTS	% DV	PROTEIN CLAIM
Whole Grain Bun	1. Fibre	11%	<input type="radio"/> Excellent source of protein
	2. Niacin	8%	<input type="radio"/> Good source of protein
	3. Thiamin, Magnesium	7%	<input checked="" type="radio"/> Low source of protein
Whole Grain Macaroni	1. Fibre	8%	<input type="radio"/> Excellent source of protein
	2. Carbohydrate	7%	<input type="radio"/> Good source of protein
	3. Thiamin	7%	<input checked="" type="radio"/> Low source of protein
Whole Wheat Naan	1. Folate	13%	<input type="radio"/> Excellent source of protein
	2. Niacin	8%	<input type="radio"/> Good source of protein
	3. Fibre	7%	<input checked="" type="radio"/> Low source of protein

3. Are the top three nutrients for each food different? Yes No

4. Why do you think it is important to eat a variety of vegetables and fruits, whole grain foods, and protein foods?

See Page 9.

5. What are some challenges to eating a variety of foods? How could these be addressed?

See Page 9.

LESSON 2: EXPLORING VARIETY

Explore how choosing a variety of vegetables and fruits, whole grain foods, and protein foods helps your body get the nutrients it needs.

ACTIVITY: FOOD PROFILES

Your teacher will assign you a set of foods to examine using nutrient graphs.

- Which *Canada's Food Guide* category do these foods belong to: vegetables and fruits, whole grain foods, or protein foods?

Protein foods

- In the chart below, list the top three nutrients in each food from highest percent daily value (% DV) to lowest % DV. If there is a tie, write in all the nutrients at that % level. Mark the protein claim for each food as well.

FOOD	TOP THREE NUTRIENTS	% DV	PROTEIN CLAIM
Chicken	1. Niacin	39%	<input checked="" type="radio"/> Excellent source of protein
	2. Vitamin B6	27%	<input type="radio"/> Good source of protein
	3. Vitamin B12	18%	<input type="radio"/> Low source of protein
Lentils	1. Folate	66%	<input type="radio"/> Excellent source of protein
	2. Iron	27%	<input type="radio"/> Good source of protein
	3. Fibre	25%	<input checked="" type="radio"/> Low source of protein
Milk, 1% MF	1. Vitamin B12	50%	<input checked="" type="radio"/> Excellent source of protein
	2. Riboflavin	37%	<input type="radio"/> Good source of protein
	3. Calcium	25%	<input type="radio"/> Low source of protein

FOOD	TOP THREE NUTRIENTS	% DV	PROTEIN CLAIM
Mozzarella Cheese, 25% MF	1. Calcium	22%	<input type="radio"/> Excellent source of protein
	2. Fat	19%	<input checked="" type="radio"/> Good source of protein
	3. Vitamin B12	15%	<input type="radio"/> Low source of protein
Peanut Butter, Natural	1. Niacin	27%	<input type="radio"/> Excellent source of protein
	2. Fat	24%	<input type="radio"/> Good source of protein
	3. Magnesium	13%	<input checked="" type="radio"/> Low source of protein
Salmon	1. Vitamin B12	95%	<input checked="" type="radio"/> Excellent source of protein
	2. Niacin	47%	<input type="radio"/> Good source of protein
	3. Vitamin B6	42%	<input type="radio"/> Low source of protein

3. Are the top three nutrients for each food different? Yes No

4. Why do you think it is important to eat a variety of vegetables and fruits, whole grain foods, and protein foods?
See page 9.

5. What are some challenges to eating a variety of foods? How could these be addressed?
See page 9.

LESSON 3: FACTORS THAT AFFECT FOOD CHOICES

ACTIVITY: THIS OR THAT

An answer key has not been included for all aspects of this activity because it contains student-directed questions and provides an opportunity for student voice and choice.

PART 3: REFLECT ON THE FACTORS THAT AFFECTED YOUR FOOD CHOICES

1. Did you stay within your budget of \$20? If no, explain.

All students should remain within budget if they made selections from the suggested foods. If they chose a different food from what is listed, they may be over budget.

2. What were the top factors you considered in making your final food selections?

Students may mention any of the factors listed (e.g., taste, cost, Food Guide Snapshot, ingredients, preparation, seasonality, production). There is no right or wrong answer; different people prioritize different factors and that is okay. Students should be able to explain their rationale. Keep in mind that having reliable access to enough affordable, acceptable food can dictate choices before taste, variety, or nutrition.

3. What is one factor not discussed that might influence your food decisions?

Students may name a factor from the “other” section of the table such as celiac disease, peanut allergy, lactose intolerance, or preference for organic food. They may also mention additional factors such as what foods are available to them. There is no right or wrong answer; different people prioritize different factors and that is okay. Students should be able to explain their rationale.

4. Does your breakfast have at least one vegetable or fruit, one whole grain food, and one protein food? If not, what could you add?

Ask students about which foods they chose within each table to ensure all three CFG categories are represented.

5. Are there any foods you would add or change to make this meal more enjoyable?

Students may or may not wish to make adjustments to the meal; either response is fine. Students may include foods from beyond Canada’s Food Guide. If this comes up, you may wish to refer to the section How to Talk about Food with Students on page 19 for guidance on talking about all foods in an inclusive way.

LESSON 4: FOOD TRUCK FRENZY

ACTIVITY: FOOD TRUCK FRENZY

An answer key has not been included for all aspects of this activity because it contains student-directed questions and provides an opportunity for student voice and choice. Use the Teacher Food Truck Frenzy Rubric on page 32-33 to assess each student's work.

REFLECTION QUESTIONS

1. Was health or nutrition a factor when you selected your ingredients? Why or why not?

There is no right or wrong answer; different people prioritize different factors and that is okay. Students should be able to explain their rationale. For example,

- *Yes. I wanted to include a food that was an excellent source of protein in my menu items. I remembered from the nutrient graphs activity that milk fit that criteria, so I used it as a smoothie ingredient.*
- *No. My family does not eat out very often. When we do, I like picking the most interesting item on the menu. That's what I was thinking about when I was selecting menu items and ingredients.*

2. What was an unexpected challenge you encountered while designing your food truck menu?
How did you work through this challenge?

Students should be able to describe their challenge and explain their rationale (e.g., I had never heard of a lacto-ovo vegetarian before. I looked on the Canada's Food Guide website to see what kinds of protein foods I could use instead of meat.)

3. What factors do you prioritize when eating away from home?

Students may discuss any of the factors listed throughout the program (e.g., taste, cost, Food Guide Snapshot, ingredients, preparation, seasonality, production) or additional factors that are important to them. There is no right or wrong answer; different people prioritize different factors and that is okay. Students should be able to explain their rationale.

HOW TO TALK ABOUT FOOD WITH STUDENTS

Teachers know the value of creating a respectful classroom environment. Consider how this principle relates to the messages you share about food. You can help students feel relaxed and supported by talking about all foods in an inclusive way rather than as “good” or “bad.” This means there is no judgement of the food or the person eating the food.

ROLES FOODS PLAY IN EATING AND LIFE

Food is more than nutrients. But often, foods that don't fit neatly into *Canada's Food Guide* (CFG) are considered unessential or “junk food.” This framing is inaccurate. What would curry be without turmeric or chilis? Salad without salad dressing? Consider how a chewy cookie or crispy chips can add flavour and texture to a meal. None of these ingredients or foods belong to a category, yet they all have value.

Health Canada does not support labelling foods “healthy” or “unhealthy.”³ Calling foods “unhealthy” or “junk” can be harmful to a child's relationship with food and their relationships with caregivers who provide food.

Making space for a variety of foods contributes to a positive relationship with food and recognizes that factors such as taste, culture, and food traditions play a role in students' food choices. This view is communicated in CFG and in Canada's Dietary Guidelines through advice on enjoying food.^{1,4}

FACTORS THAT INFLUENCE FOOD CHOICES

The aim of Food for Me is to support students in making food decisions that respect the reality of their needs and resources. Food choices can be based on taste, hunger, food traditions, and health. The ability of students and caregivers to meet these needs is tied to access to resources such as money, time, space, skills, equipment, and support.

Many factors influence what foods students eat at school. When concerns about a student's food choices come up, pause to consider what the underlying cause for the concern might be rather than commenting on the healthfulness of food items. For example, family stressors such as a medical condition may affect a caregiver's capacity to shop for groceries or prepare meals. Like you, caregivers are trying their best to support children. You can help families by fostering an inclusive food environment at school and encouraging experiential learning with nutrition in the classroom. If you suspect a family does not have enough food, we recommend speaking to your school counsellor to help facilitate a conversation with the family about potential supports. This conversation is appropriate for adults; students should not be involved.

REDUCING RISK OF HARM

While Food for Me includes discussion about nutrients and the benefits of eating a variety of foods, we encourage neutral food exposure and conversation about all foods to preserve and foster a positive relationship with food. Being mindful of how health messages are delivered and avoiding techniques such as food tracking and food monitoring are recommended to minimize the risk of disordered eating behaviour that is associated with these practices.⁶

FAQs

WHAT DO WE NEED TO KNOW ABOUT CANADA'S FOOD GUIDE (CFG)?

Health Canada developed CFG to convey the main concepts from Canada's Dietary Guidelines.^{1,4}

The Benefit of Variety

No one food or type of food can provide us with everything we need. When children and youth eat a variety of foods, they are more likely to get the nutrition their growing bodies and minds need. That's why it's important to choose foods from all food categories and to choose different foods within each category.

Guiding Concepts

Foods from each category work together, like pieces of a puzzle, to provide important nutrients. The table below provides more detail on the nutrition concepts embedded in each category.

Canada's Food Guide Categories	Nutrition Concepts ^{4,6}
Vegetables and Fruits 	Different types of vegetables and fruits provide unique nutrients. These foods come in many forms, including canned, fresh, and frozen. Students are more likely to get the nutrients they need when they include different types of vegetables and fruits at meals.
Whole Grain Foods 	Whole grain and whole wheat foods include all parts of the grain, which provides unique nutrients. These foods come in many varieties, including breads, cereals, noodles, and rice. Students are more likely to get the nutrients they need when they include different types of whole grain and whole wheat foods at meals.
Protein Foods 	Different types of protein foods, both plant- and animal-based, provide unique nutrients. These foods come in many varieties, including beans, peas, lentils, seeds, meat, poultry, fish, eggs, and milk products. Students are more likely to get the nutrients they need when they include different types of protein foods at meals.

Serving Sizes

CFG no longer focuses on amounts of food or serving sizes.¹ Instead, it promotes the benefits of a good relationship with food and enjoyable eating experiences.¹ Food for Me encourages students to include foods they like to eat from each category in CFG. This framework helps students and their caregivers to make decisions about the amount of food needed to satisfy growth and appetite.

WHAT IS FOOD LITERACY?

Food literacy is learning about and engaging with the many roles of food for ourselves, others, and our world.

We build food literacy when we develop our understanding of

- How our food grows, is produced, and is made available;
- How to plan, obtain, store, prepare, and eat food;
- How the foods we eat reflect our needs and resources; and
- Our relationship between food, culture, and identity.

HOW DID YOU ENSURE FOODS DISCUSSED IN THE LESSONS WOULD BE FAMILIAR TO STUDENTS?

While we've done our best to use a wide variety of foods in the activities, we recognize that we can't include all favourite foods, foods from all cultures, or all foods students may eat at home. That's why many of the activities offer the opportunity to customize some of the ingredients. We developed the Food Truck Frenzy activity, in which students plan a menu using foods and ingredients of their choice, to ensure familiar foods are included.

WHAT ABOUT FOODS FROM BEYOND *CANADA'S FOOD GUIDE*?

Examples of foods that enhance and complement vegetables and fruits, whole grain foods, and protein foods, such as tzatziki and a cookie, are included in the activities. These foods offer the opportunity to highlight different roles food can play and to show how food can be enjoyed without judgement.

HOW DID YOU CHOOSE AND CREATE THE STUDENT ACTIVITIES?

Considering when to introduce new concepts and offering breaks to practise and absorb information helps students apply their food and nutrition knowledge to real-world experiences. Grades 7–9 are a time to shift students' mindsets to critically assess food and nutrition messages. Developmentally appropriate learning that includes translating food categorization to hands-on skill development works best for junior high students – for example, connecting CFG to food preferences when planning meals and snacks.

Build-Your-Own Meals and Snacks

The Food for Me program encourages increasing variety by recommending foods from three food categories at each meal and foods from two categories at each snack. This activity is an adaptation of the CFG plate and is designed to offer a starting point for students to personalize snacks and meals based on foods they have available and like to eat. We also recognize there can be multiple challenges or barriers to following the advice in CFG, including factors such as access to resources, income, and family stressors. As a result, this module is meant to support progress, not perfection.

Food Profiles

We put our nutrition (and math) skills to work to create the nutrient graphs so students could have a visual reference to compare foods. For readability, the nutrient graphs use a 0-50% scale. We used the Canadian Nutrient File and Health Canada's daily value reference tables for macro- and micronutrients to determine the % daily value for each nutrient.^{7,9} To calculate the protein rating for each food we used Canadian Food Inspection Agency resources, which we cross-referenced with the requirements for protein claims.^{10,11} Because of the complexity of this process, we do not recommend that students attempt to create their own nutrient graphs as an extension activity. However, we hope this demonstrates that Registered Dietitians work to translate the sometimes-complex science of nutrition into fun activities for your students.

This or That?

This activity mirrors the grocery store experience and highlights how a single food decision is actually composed of a series of decisions that reflect needs, resources, and values. We standardized the food cost calculations for easy comparison, but it may not always be this straightforward to compare the unit price of products in the store. Footnotes related to commonly asked questions are included in each part of the activity to support decision-making.

Food Truck Frenzy

This is a culminating activity in the Food for Me program that allows students to apply their learning from Lessons 1-3. Students are encouraged to create their own menu items and to consider food factors that might be unique to a mobile restaurant for both themselves as the owner and for customers who visit the food truck. This activity is intended to model a real-world scenario, where several dietary requirements are explored. The lesson includes an optional English Language Arts extension activity intended to focus on creative writing and oral presentation skills.

APPENDIX A: LEARNING OUTCOMES

The Food for Me program addresses this question: How can you use *Canada's Food Guide* (CFG) to plan and create enjoyable meals and snacks?¹

THIS PROGRAM ALIGNS WITH THE FOLLOWING HEALTH AND LIFE SKILLS LEARNING OUTCOMES.¹²

“The aim of the Health and Life Skills Kindergarten to Grade 9 Program of Studies is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others.”

While these activities can be done at any grade level, some of the activities align more closely than others to the specific learning outcomes.

(Curriculum alignment is based on the inclusion of reflection questions that align with the program of studies.)

LESSONS 1-4

Learning Outcomes

	Lesson 1: Build-Your-Own Meals and Snacks	Lesson 2: Food Profiles	Lesson 3: This or That	Lesson 4: Food Truck Frenzy
W-7.1: Compare personal health choices to standards for health; e.g., physical activity, nutrition, relaxation, sleep, reflection.	✓	✓	✓	✓
W-7.5: Relate the factors that influence individual food choices to nutritional needs of adolescents; e.g., finances, media, peer pressure, hunger, body image, activity.	✓	✓	✓	✓
W-8.2: Analyze the impact of positive and changing choices on health throughout the life span; e.g., need for varying amounts of sleep, calcium.	✓	✓		✓
W-8.5: Evaluate personal food choices, and identify strategies to maintain optimal nutrition when eating away from home; e.g., eating healthy fast foods.	✓	✓		✓
W-9.5: Develop strategies that promote healthy nutritional choices for self and others; e.g., adopt goals that reflect healthy eating, encourage the placement of nutritious food in vending machines.	✓	✓	✓	✓
Curriculum Links		Grade 8 Math - Percents, rates, and ratios	Grade 9 Science - Chemical formulas	Grade 8 Math - Rates and ratios

FOOD TRUCK FRENZY ELA EXTENSION LEARNING OUTCOMES

This extension activity addresses a variety of outcomes from the Alberta English Language Arts Program of Studies (2000), including those listed in the table below.¹³

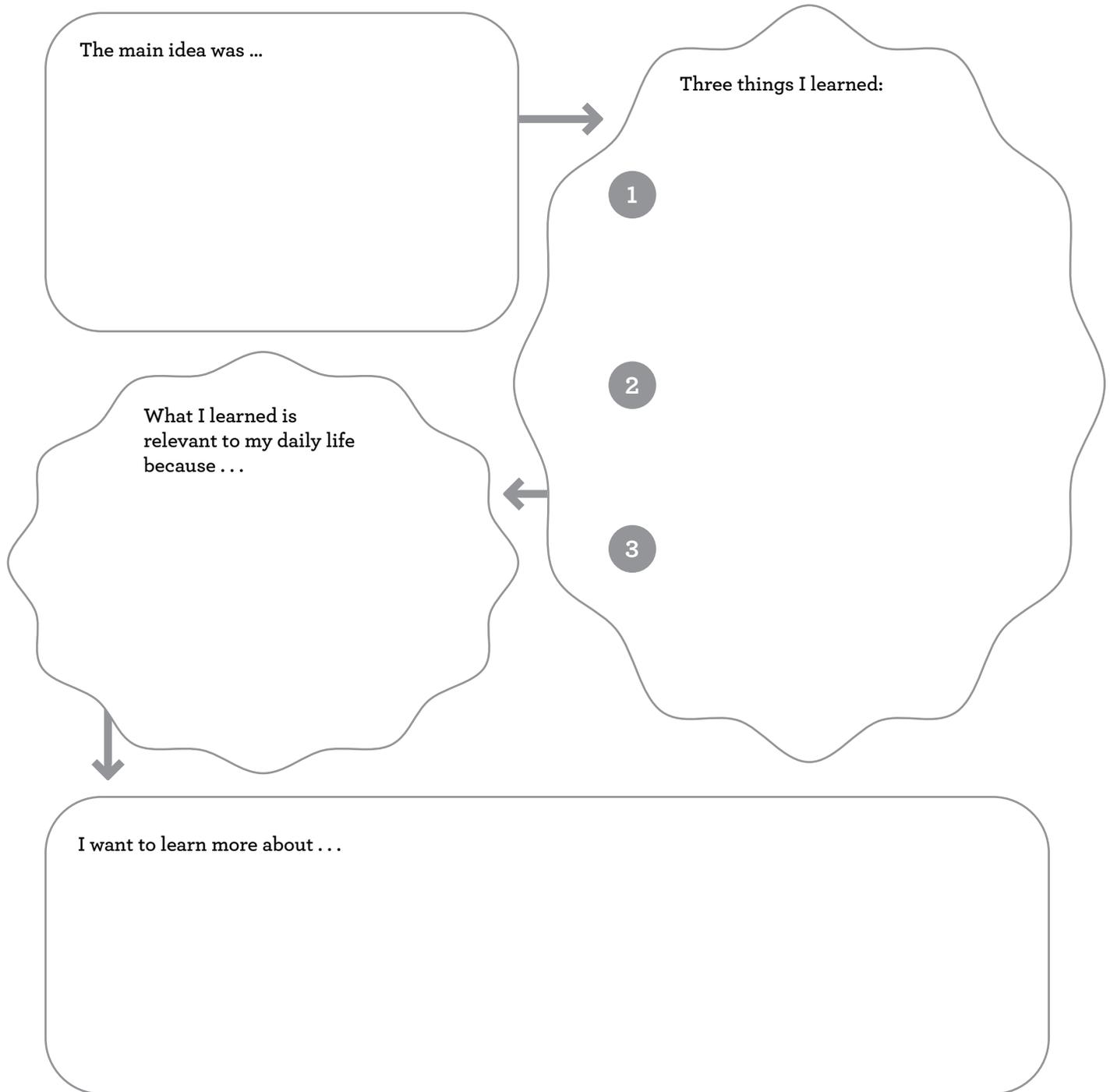
General Outcome 3: Students will listen, speak, read, write, view and represent to manage ideas and information.		
3.4 Share and Review Share ideas and information		
Grade 7	Grade 8	Grade 9
<ul style="list-style-type: none"> communicate ideas and information in a variety of oral, print and other media texts, such as reports, autobiographies, brochures and video presentations use appropriate visual, print and/or other media effectively to inform and engage the audience 	<ul style="list-style-type: none"> communicate ideas and information in a variety of oral, print and other media texts, such as interviews, minilessons and documentaries integrate appropriate visual, print and/or other media to inform and engage the audience 	<ul style="list-style-type: none"> communicate ideas and information in a variety of oral, print and other media texts, such as media scripts, multimedia presentations, panel discussions and articles integrate appropriate visual, print and/or other media to reinforce overall impression or point of view and engage the audience
General Outcome 4: Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.		
4.3 Present and Share Enhance presentation		
Grade 7	Grade 8	Grade 9
<ul style="list-style-type: none"> clarify and support ideas or opinions with details, visuals or media techniques 	<ul style="list-style-type: none"> present information to achieve a particular purpose and to appeal to interest and background knowledge of reader or audience 	<ul style="list-style-type: none"> choose appropriate types of evidence and strategies to clarify ideas and information, and to convince various readers and audiences

APPENDIX B: ASSESSMENT TOOLS

STUDENT SELF-REFLECTION

LESSON	<input type="radio"/> 1: Build-Your-Own Meals and Snacks		
	<input type="radio"/> 2: Food Profiles		
	<input type="radio"/> 3: This or That		
	<input type="radio"/> 4: Food Truck Frenzy		
	<input type="radio"/> Optional Extension Activity		
NAME:		DATE:	

The following statements will help you reflect on the activity.



TEACHER ASSESSMENT CHECKLISTS: LESSONS 1-4

Grade 7

You can use this checklist to collect information about a student's progress toward meeting the specific outcomes listed below from the Health and Life Skills (K-9) Program of Studies.

W-7.1: Compare personal health choices to standards for health; e.g., physical activity, nutrition, relaxation, sleep, reflection.

W-7.5: Relate the factors that influence individual food choices to nutritional needs of adolescents; e.g., finances, media, peer pressure, hunger, body image, activity.

The student can:

	Yes	Not Yet
Identify whether a meal or snack includes vegetables and fruits, whole grain foods, and/or protein foods.	<input type="radio"/>	<input type="radio"/>
Describe how foods can be chosen for a meal or snack from the food categories in <i>Canada's Food Guide</i> .	<input type="radio"/>	<input type="radio"/>
Share ways they could plan meals and snacks that include vegetables and fruits, whole grain foods, and protein foods that they enjoy.	<input type="radio"/>	<input type="radio"/>
Explain why it is important to eat a variety of vegetables and fruits, whole grain foods, and protein foods (e.g., more likely to get the nutrients your body needs).	<input type="radio"/>	<input type="radio"/>
Describe challenges to eating a variety of foods and how challenges may be addressed.	<input type="radio"/>	<input type="radio"/>
Identify and describe factors that affect their personal food choices (e.g., taste, cost, dietary needs).	<input type="radio"/>	<input type="radio"/>

Grade 8

You can use this checklist to collect information about a student's progress toward meeting the specific outcomes listed below from the Health and Life Skills (K-9) Program of Studies.

W-8.2: Analyze the impact of positive and changing choices on health throughout the life span; e.g., need for varying amounts of sleep, calcium.

W-8.5: Evaluate personal food choices and identify strategies to maintain optimal nutrition when eating away from home; e.g., eating healthy fast foods.

The student can:

	Yes	Not Yet
Identify whether a meal or snack includes vegetables and fruits, whole grain foods, and/or protein foods.	<input type="radio"/>	<input type="radio"/>
Describe how foods can be chosen for a meal or snack from the food categories in <i>Canada's Food Guide</i> .	<input type="radio"/>	<input type="radio"/>
Evaluate personal food choices (e.g., do their worksheet examples include at least one vegetable or fruit, one whole grain food, and one protein food at meals?).	<input type="radio"/>	<input type="radio"/>
Identify and describe factors that impact food choices (e.g., taste, cost, dietary needs).	<input type="radio"/>	<input type="radio"/>
Share the positive impacts of planning meals and snacks that include vegetables and fruits, whole grain foods, and protein foods that they enjoy (e.g., more likely to get the nutrients your body needs).	<input type="radio"/>	<input type="radio"/>
Explain why it is important to eat a variety of vegetables and fruits, whole grain foods, and protein foods throughout the life span.	<input type="radio"/>	<input type="radio"/>
Describe factors that influence food choices when eating away from home.	<input type="radio"/>	<input type="radio"/>
Describe challenges to eating a variety of foods throughout the life span and how challenges may be addressed.	<input type="radio"/>	<input type="radio"/>

Grade 9

You can use this checklist to collect information about a student's progress toward meeting the specific outcome listed below from the Health and Life Skills (K-9) Program of Studies.

W-9.5: Develop strategies that promote healthy nutritional choices for self and others; e.g., adopt goals that reflect healthy eating, encourage the placement of nutritious food in vending machines.

The student can:

	Yes	Not Yet
Identify whether a meal or snack includes vegetables and fruits, whole grain foods, and/or protein foods.	<input type="radio"/>	<input type="radio"/>
Describe how foods can be chosen for a meal or snack from the food categories in <i>Canada's Food Guide</i> .	<input type="radio"/>	<input type="radio"/>
Share strategies for planning meals and snacks that include vegetables and fruits, whole grain foods, and protein foods that they enjoy.	<input type="radio"/>	<input type="radio"/>
Explain why it is important to eat a variety of vegetables and fruits, whole grain foods, and protein foods (e.g., more likely to get the nutrients your body needs).	<input type="radio"/>	<input type="radio"/>
Describe challenges to eating a variety of foods for themselves and others and how challenges may be addressed.	<input type="radio"/>	<input type="radio"/>
Identify and describe factors that impact food choices for themselves and others (e.g., taste, cost, allergies/intolerances, access to food).	<input type="radio"/>	<input type="radio"/>

TEACHER FOOD TRUCK FRENZY RUBRIC: OPTIONAL ENGLISH LANGUAGE ARTS EXTENSION

Outcomes addressed from the English Language Arts Program of Studies

Grade 7

Excellent	Proficient	Satisfactory	Limited
Share Ideas and Information			
Communication is effective and engaging throughout the advertisement.	Communication is thoughtful and generally engaging throughout the advertisement.	Communication is appropriate and relevant throughout the advertisement.	Communication is limited and ineffective.
All important details are included in the advertisement (i.e., who, what, where, when, why, how).	Most of the important details are included in the advertisement (i.e., who, what, where, when, why, how).	Some of the important details are included in the advertisement (i.e., who, what, where, when, why, how).	Few of the important details are included in the advertisement (i.e., who, what, where, when, why, how).
Enhance Presentation			
Visual, print, and/or other media are used deliberately to engage the audience.	Visual, print, and/or other media effectively engage the audience.	Visual, print, and/or other media are appropriate for the audience.	Visual, print, and/or other media do not show consideration for the audience.

Grade 8

Excellent	Proficient	Satisfactory	Limited
Share Ideas and Information			
Communication is effective and engaging throughout the advertisement.	Communication is thoughtful and generally engaging throughout the advertisement.	Communication is appropriate and relevant throughout the advertisement.	Communication is limited and ineffective.
All important details are included in the advertisement (i.e., who, what, where, when, why, how).	Most of the important details are included in the advertisement (i.e., who, what, where, when, why, how).	Some of the important details are included in the advertisement (i.e., who, what, where, when, why, how).	Few of the important details are included in the advertisement (i.e., who, what, where, when, why, how).
Enhance Presentation			
The purpose of the advertisement is clear and effectively appeals to the interest and background of the audience.	The purpose of the advertisement is stated and generally appeals to the interest and background of the audience.	The purpose of the advertisement is stated and may appeal to the interest and background of some members of the audience.	The purpose of the advertisement is unclear.
Visual, print, and/or other media are used deliberately to engage the audience.	Visual, print, and/or other media effectively engage the audience.	Visual, print, and/or other media are appropriate for the audience.	Visual, print, and/or other media do not show consideration for the audience.

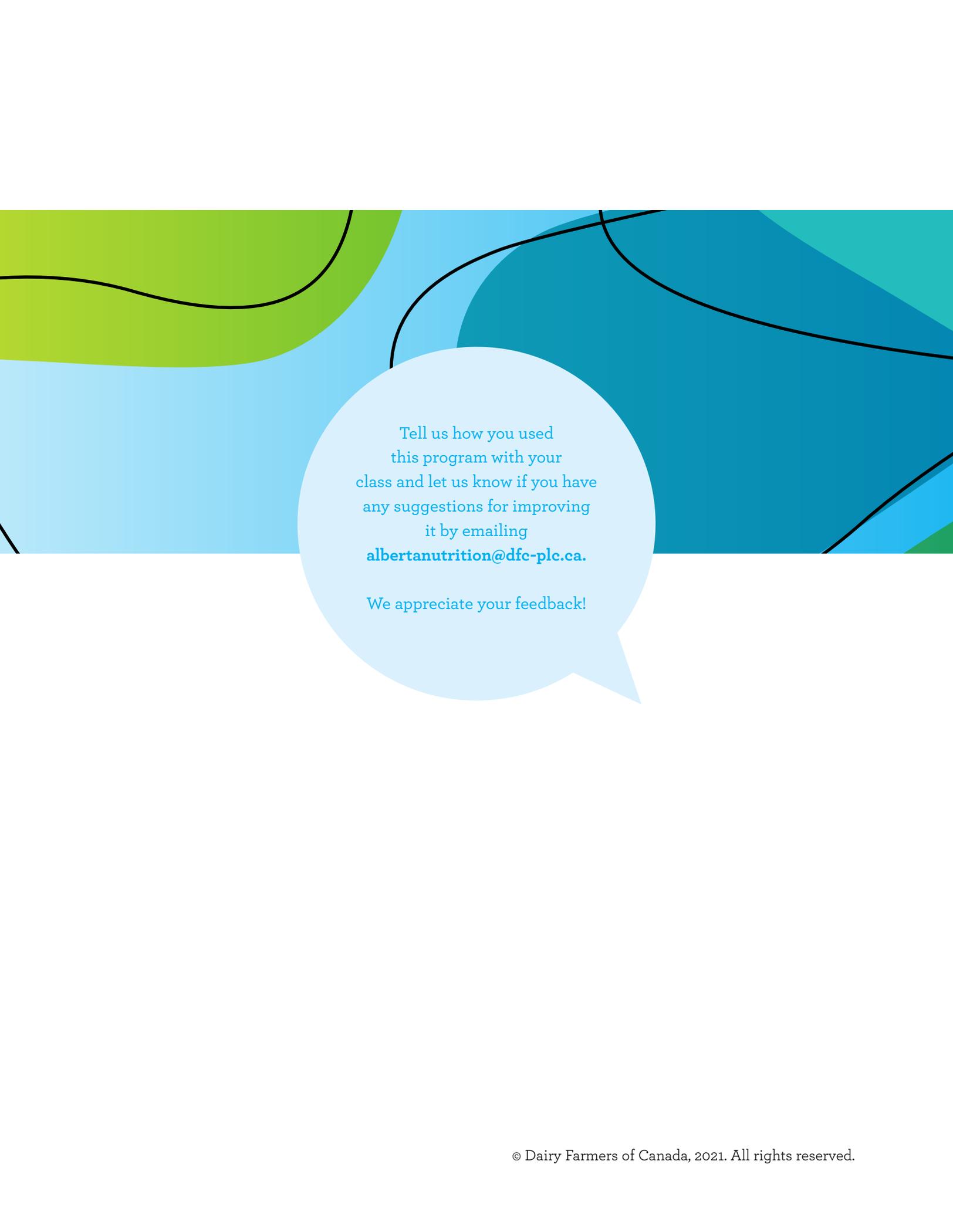
Grade 9

Excellent	Proficient	Satisfactory	Limited
Share Ideas and Information			
Communication is effective and engaging throughout the advertisement.	Communication is thoughtful and generally engaging throughout the advertisement.	Communication is appropriate and relevant throughout the advertisement.	Communication is limited and ineffective.
All important details are included in the advertisement (i.e., who, what, where, when, why, how).	Most of the important details are included in the advertisement (i.e., who, what, where, when, why, how).	Some of the important details are included in the advertisement (i.e., who, what, where, when, why, how).	Few of the important details are included in the advertisement (i.e., who, what, where, when, why, how).
Enhance Presentation			
Visual, print, and/or other media are used deliberately to reinforce the overall impression and engage the audience.	Visual, print, and/or other media effectively reinforce the overall impression and engage the audience.	Visual, print, and/or other media appropriately reinforce the overall impression and engage the audience.	Visual, print, and/or other media do not reinforce the overall impression and/or engage the audience.

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