Grade 3 Lesson Plans: Add Some Cultural Foods to Your Lunch

Background Information

✓ Eating Well with Canada’s Food Guide  and the  Resource for Educators and Communicators
✓ Translated Versions of the Food Guide 12 languages in addition to First Nations, Inuit and Métis
✓ Create My Food Guide  (Create a personalized food guide)

Multicultural Peel – Ethnic Origins and Home Languages

Key Messages

° It is good to enjoy, celebrate and explore foods from all cultures, beliefs and family traditions. Meanwhile it’s also important to avoid judgmental comments and behaviour.
° Given the multicultural and historical profile of Canada, Health Canada has developed 12 language versions (identical foods) plus the First Nations version (translation of foods and culture).
° A majority of the population in the Region of Peel is supported by the Canada’s Food Guide translations.
° Canada’s Food Guide has four food groups (Vegetables and Fruit, Grain Products, Milk and Alternatives, Meat and Alternatives). There are a variety of multicultural foods that belong to each of the food groups.
° Students in the Region of Peel are able to observe and/or eat multicultural foods since they are increasingly available in homes, restaurants, local grocery stores and as part of their everyday lunches.
° Health Canada’s “Create My Food Guide” contains a number of multicultural foods within each of the food group selections. This tool can be used to identify and discuss foods around the world that are part of our everyday lives. Personalized Food Guides can be printed in different languages.

Equipment/Resources

° Class set of Eating Well with Canada’s Food Guide – English
° Canada’s Food Guide Translated and First Nations Food Guides (copies available via resource order option)
° Cultural Foods in Canada worksheet
° Class set of Great Lunch for School – Grade 3 worksheet
° Computers for students to access Health Canada’s Create My Food Guide. This site allows students to create their own food guide or to view the different food choice options in each food group
Description/Instructional Strategies

1. Provide students with a copy of the English version of Canada’s Food Guide and review the food groups.
2. Post copies of the translated versions and/or organize in stations for groups of students to view.
3. Optional: order additional copies of the different Food Guides for posting in halls.
4. Optional: order additional copies of the multicultural food guides for students who want to take translated copies home to their families.
5. Optional: provide a brief overview and discussion of the Region of Peel/your city/town’s ethnic and language demographics. Ask students to identify their heritage and relate it to the translated food guides and/or Peel statistics.
6. Optional: set up computer work stations where students can take turns viewing the various food group choices in the Create My Food Guide interactive Internet tool. Personalized food guides can be printed in different languages.

Cultural Foods in Canada - Worksheet

1. Instruct students to complete the worksheet alone or in small groups. Provide a copy with answers on the back if desired.
2. Review completed worksheets. Ask students if there are other cultural foods they eat at home or enjoy eating.

Great Lunch for School - Worksheet

1. Ask students what cultural foods they enjoy eating; ask them to identify the which food groups the food (or its components) may belong to (e.g., pizza may be grain products, and milk and alternatives).
2. Remind students that a Great Lunch has at least three out of the 4 food groups.
3. Instruct students to complete the worksheet by drawing a lunch they would like to eat. Ask them to include one or more cultural foods. If they are unsure, suggest they try a new food and include one of the foods mentioned in the previous discussion.
4. Review their completed worksheets by asking students to report (class or in small group) how many food groups they had in their lunch. Ask them to name their cultural food(s) and its origin. If they are unsure of the food’s origin try to assist the student with this.

Geography

1. Optional: identify countries on a world map (small or large group) using one or more:
   ✓ Translated Canada’s Food Guide - where is the country
   ✓ Cultural Foods in Canada worksheet
   ✓ Student heritage

Safety Considerations:

° Avoid classroom criticism of lunch food choices. The healthy eating definitions of everyday foods and sometimes foods have been developed to help students understand healthy eating and food selection. Encourage students to enjoy eating everyday healthy foods most of the time for meals and snacks. Students can also enjoy eating sometimes foods some of the time. It is important to avoid messages where foods are labelled as ‘bad’ foods or ‘junk’ food.

Accommodations/Modifications: to be determined

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Being Active, Eating Well: A Resource for ACTION in Peel!
www.schoolhealth101.ca/action