



## **Canada's Food Guide 2019**

### A sample of guided learning activities

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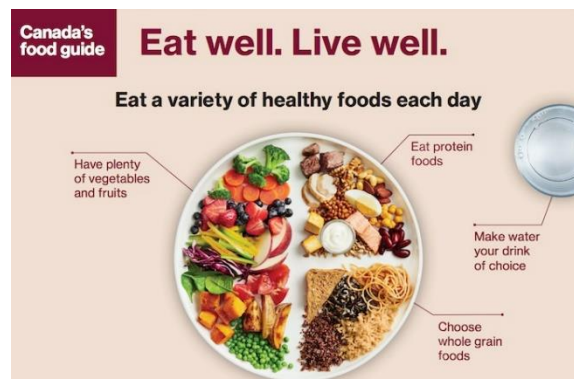
Students will engage with the 2019 Canada's Food Guide to explore learning about health, nutrition, and agriculture production through a variety of activities designed to help students critically think about food.

#### **Subject Levels/ Suggested Grade**

Grade 7-12 Foods and Nutrition

Grade 10-12 Culinary Arts

Grade 6-12 Physical and Health Education



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Grade and Subject	Curricular Competencies	Content Connections
Foods and Nutrition 6-12	<p>Generate potential ideas</p> <p>Add to others' ideas</p> <p>Screen ideas against criteria and constraints</p> <p>Evaluate personal, social and environmental impacts and ethical considerations</p> <p>Choose an idea to pursue</p> <p>Understanding context</p> <p>Prototype, making changes to tools, materials, and procedures as needed, and record iterations of prototyping</p>	<ul style="list-style-type: none"> <li>- Food handling practices, including elements of a recipe, techniques, and equipment</li> <li>- Factors in ingredient use, including balanced eating and nutrition, function, and dietary restrictions</li> <li>- Factors that influence food choices, including cost, availability and family/cultural influences</li> <li>- Variety of eating practices</li> <li>- Local food systems, including First Peoples food systems</li> <li>- Relationship between eating practices and mental/physical health and wellbeing</li> <li>- Simple and complex global food systems and their effect on food choices</li> <li>- Food labelling and marketing strategies</li> <li>- Nutrition and health claims and their changes over time</li> </ul>
Culinary Arts 10-12	<p>Explore the impact of culinary decisions on social, ethical, and sustainability considerations</p> <p>Demonstrate the tasks involved in designing and developing a well-balanced dish</p> <p>Select appropriate recipes, techniques, and procedures for desired outcome</p> <p>Analyze ingredients and materials for effective use and potential for reuse, recycling, and biodegradability</p> <p>Make changes to tools, ingredients, and procedures to create and refine a given culinary task or process</p>	<ul style="list-style-type: none"> <li>- Culinary best practices</li> <li>- Safe food handling</li> <li>- Types, varieties, and classifications of culinary ingredients</li> <li>- Food products available locally via agriculture, fishing and foraging</li> <li>- BC Agriculture practices</li> <li>- Dietary restrictions and food allergies and how to address them</li> <li>- Menu design and planning</li> </ul>
Physical and Health Education 6-12	<p>Explore and plan food choices to support personal health and well-being</p> <p>Describe the impacts of personal choices on health and well-being</p>	<ul style="list-style-type: none"> <li>- Sources of health information</li> <li>- Influences on food choices and personal eating choices</li> <li>- Marketing and advertising tactics aimed at children and youth, including those involving food and supplements</li> </ul>

	<p>Analyze health messages and possible intentions to influence behavior</p> <p>Investigate and analyze influences on eating habits</p> <p>Develop strategies for promoting healthy eating choices in different settings</p> <p>Identify and describe the relationships between healthy eating, overall health, and performance of fitness activities</p>	<ul style="list-style-type: none"> <li>- Potential short and long term consequences of health decisions, including those involving nutrition</li> <li>- Influences of food choices and eating patterns on physical performance</li> </ul>
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## Teacher Background

In January of 2019, a new Canada Food Guide was released, sparking discussion among health professionals and across many industries and mediums about the pros and cons of this updated guide.

The first Canada's Food Guide was published in 1942 under the title Canada's Official Food Rules, as a response to wartime food rationing and the need to prevent nutritional deficiencies. Since that time, eight food guides have been published, changing with the times to reflect societal norms as well as advances in food research. Food guides have become more detailed and flexible over the years, including the addition of international and First Peoples foods as part of the food guide choices. In the 2019 edition of the food guide, the focus shifted from the amount and type of food being consumed to the practices surrounding food consumption, including the emphasis on cooking more, eating as a social activity and actively thinking about food choices.

The Canada's Food Guide is a common staple in classroom work for Home Economics, Culinary Arts, and Physical and Health Education Curriculum. Food guides are designed as basic tools to help people make educated choices about their food, and to help guide people to creating and following a healthy balanced diet. They embody sophisticated dietary analysis, merging national nutrition goals, data from food consumption surveys, and issues of food supply and production. They translate the science of nutrient requirements into a practical pattern of food choices, incorporating variety and flexibility.

The following exercises and activities are designed to engage students with Canada's Food Guide and their own relationships with food. Activities can be expanded or simplified for use in multiple grade and subject levels, including locally developed courses, and combined with other activities in this bank.

## Materials

- Canada's Food Guide website link: <https://food-guide.canada.ca/>
- Student handouts:
  - Dependent on choice of activity; internet connection and electronic devices are advised for most activities
  - Basic art supplies – blank paper, pencils, pencil crayons, glue, scissors, etc.

## Extension Activities

- In groups of 3-4, have students research the history and revisions of the Canada Food Guide since 1942, and display their results for the class in a visual presentation (poster, PowerPoint, video).
- Assign student groups one aspect of the 2019 Food Guide, and ask them to look into it further (e.g. cook more often). What is the purpose of this part? Why do you think it was included? What controversy if any is there about this piece?
- Examine the 2019 Food Guide from several opposing points of view; for example, some have claimed the food guide is discouraging meat and dairy consumption, while others take issue with removing the traditional 4 food groups, and still others argue that it is only reflective of Western culture and eating habits. Have a class debate to discuss the pros and cons of the new food guide.
- Explore food guides in other parts of the world – how are they similar or different to Canada's Food Guide? If you were to design a food guide for Canadians, what would it look like and why?
- Using the plate image of the 2019 Canada's Food Guide, identify all of the foods that can be produced in BC. (The Grow BC map available at [www.bcaitc.ca](http://www.bcaitc.ca) is a good place to find out what can and cannot be produced in our province). Is it possible to eat everything we need according to the Food Guide from BC? Why or why not? If not, what substitutions with BC products could be made to the food guide?
- Pick a specific diet (vegetarian, vegan, ketogenic, paleo, etc.) and research whether or not it fits within the 2019 Canada's Food Guide guidelines. Present your findings to the class, or display this information for a gallery walk activity.
- Discuss whether the new food guide is an accurate reflection of First People's eating habits and lifestyle in BC. Have students research into a traditional diet from a First Peoples group in their region, and compare it to the current food guide.
- One of the points promoted by the new Canada Food Guide is flexibility and affordability. Using a menu plan created from recipes posted on the Canada Food Guide website, research the cost of ingredients for a single recipe and a full day of meals and snacks.
- The new food guide includes recipe recommendations for breakfast, lunch/dinners, and snacks throughout the day. Have your students create a week-long meal plan from these recipes, challenging them to choose ingredients that can be used more than once in the week, and calculate the cost for grocery shopping. Make one of the recipes in class if possible.
- Have students explore a response to the question of whether each province should produce their own food guides in addition to the Canada Food Guide. What would a BC specific food guide look like?

### Credit:

These ideas are based on the 2019 updates to the Canada Food Guide, available at <https://food-guide.canada.ca/en/>