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Saskatchewan Health Curriculum

Healthy Food Choices & Nutrition– Grade 7

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!



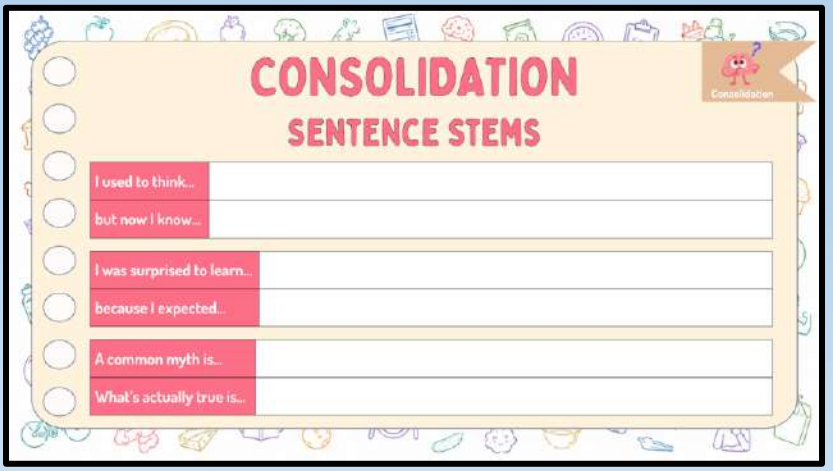


Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

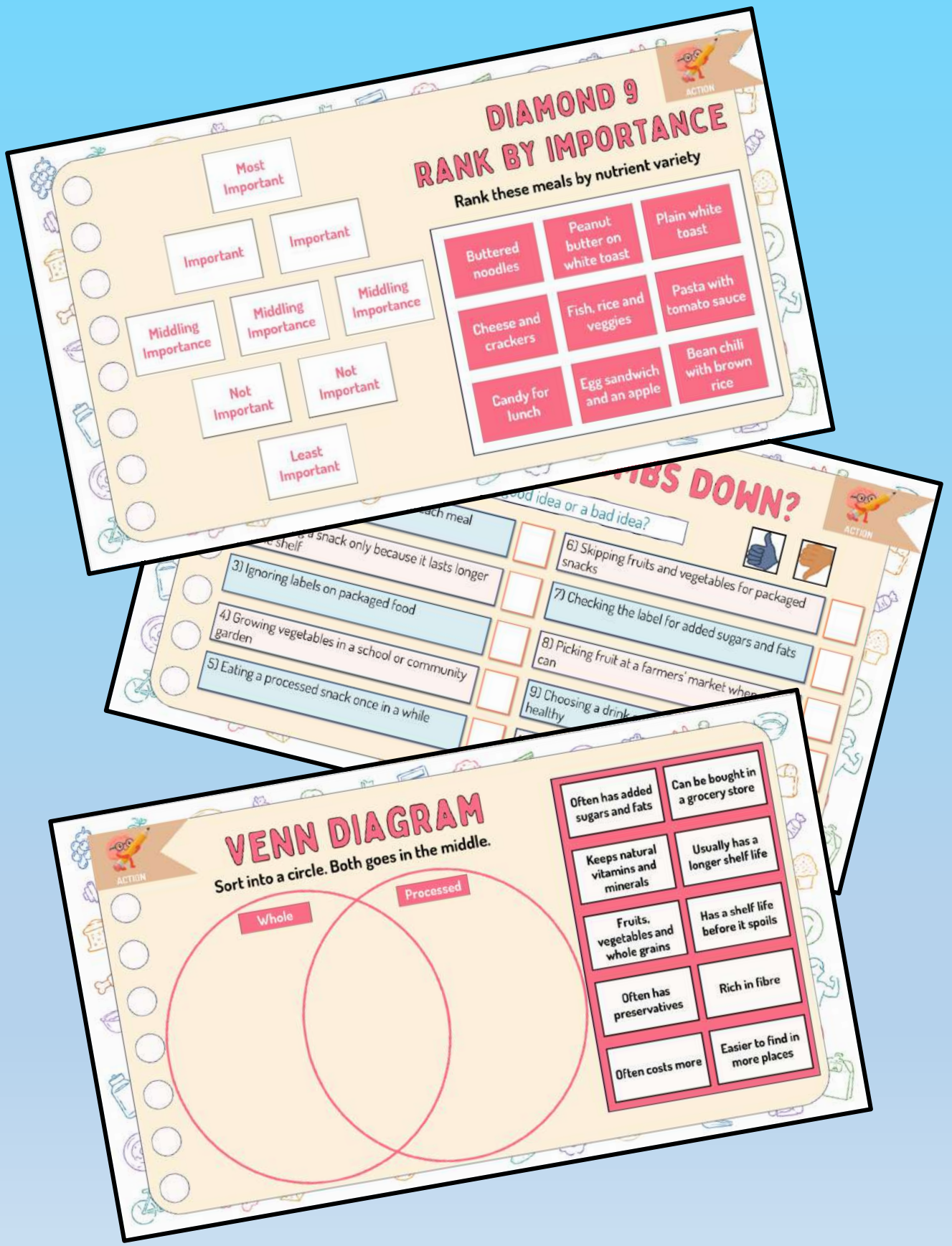
Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



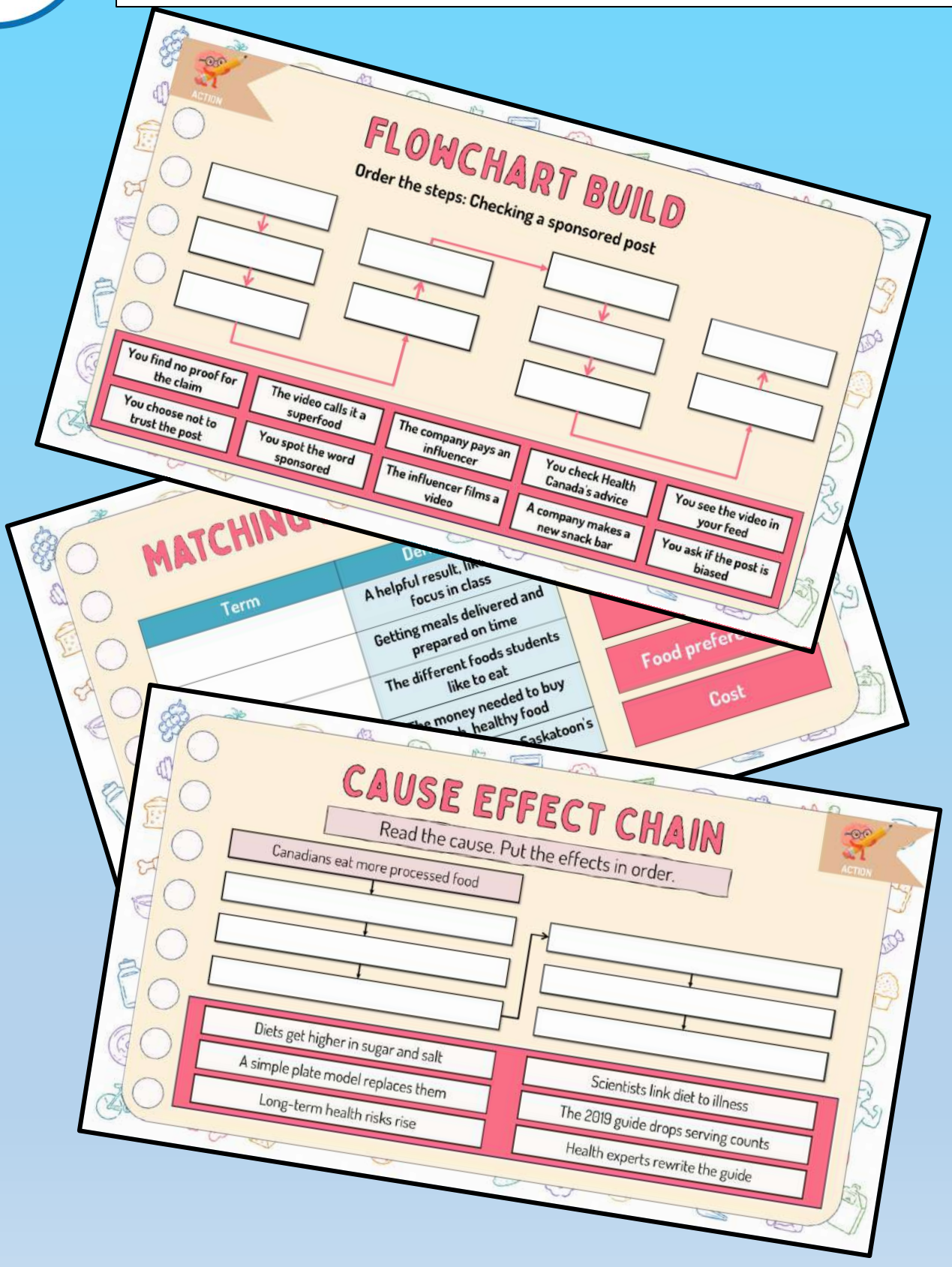
Saskatchewan Health Curriculum

Healthy Food Choices & Nutrition– Grade 7



Saskatchewan Health Curriculum

Healthy Food Choices & Nutrition– Grade 7



Workbook Preview

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Grade 7 Health Unit

Healthy Food Choices and Nutrition

	Curriculum Expectations	Pages
USC7.5a	Determine how and where to access healthy eating information.	6-10, 29-31, 44-46, 49-50
USC7.5b	Locate sources and evaluate information, according to specific criteria, about healthy eating.	6-10, 32-39, 44-56, 60-65, 88-92
USC7.5c	Examine the consequences of/of not evaluating information about healthy eating.	6-7, 44-49, 91-94
USC7.5d	Analyze persuasion, propaganda, and other techniques (e.g., loaded words, unsubstantiated claims) used by individuals or	6-68
USC7.5e		, 29-43, 3-90
USC7.5f		, 69-71, 4
USC7.5g	Analyze food labels for personal food choices for sodium, sugar, fat, and calorie content among similar products.	11-43, 51-68, 75-94
USC7.5h	Prepare a three-day family food menu by applying nutritional knowledge to make nutritious selections (based on Canada's Food Guide) using a variety of given family food budgets and/or situations.	11-18, 25-28, 75-87
USC7.5i	Analyze changes to Canada's Food Guide through the decades and hypothesize why particular changes were made.	72-74
AP7.10	Design, implement, and evaluate three six-day action plans that demonstrate personal commitment to responsible health action related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.	75-87

Preview of 70 pages from this product that contains 129 pages total.

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HEALTHY FOOD CHOICES AND NUTRITION



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Curriculum Connection
USC7.5a, USC7.5b, USC7.5c

Healthy Eating Today

What Is Healthy Eating?

Healthy eating means choosing foods that give your body the nutrients it needs to grow, stay strong, and think clearly. These nutrients include vitamins, minerals, protein, carbohydrates, and healthy fats. In Canada, healthy eating is guided by **Canada's Food Guide**, which encourages balanced meals with vegetables, fruits, whole grains, and protein foods. It also promotes drinking water instead of sugary drinks. Healthy eating is not about following st[illegible]t diets; it is about building steady habits over time.

Why Nutri[illegible]mation Matters

Today [illegible]d by food messages from ads, apps, and social media. Some of this i[illegible]ation is a[illegible]but much of it is not. If you do not check whether nutrition advice is [illegible]de, you [illegible]e choices that harm your health. For example, some trends suggest cuttin[illegible]od [illegible]s, which can lead to missing important nutrients. Other messages [illegible] foods [illegible]gar, sodium, or unhealthy fats without clearly showing the risks.

Consequences of Poor Nutri[illegible]ces

When you rely on incorrect or u[illegible]ecke[illegible]n can affect your body in many ways:

- **Low energy levels:** Too much s[illegible] or not [illegible]gh b[illegible]ced meals can make you feel tired
- **Poor concentration:** Missing key nutrie[illegible]n mal[illegible]a[illegible] focus in class
- **Health risks:** High intake of sodium, sugar, [illegible]d can increase long-term health problems
- **Unbalanced eating habits:** Following trends can lead to skipping meals or overeating certain foods



These effects show why it is important to think carefully about the information you follow.

Real-Life Food Trends

Fast food and sugary snacks are often easy to access and heavily advertised. Many products are designed to taste good but may contain high levels of sugar, salt, or fat. Without checking nutrition facts, you might eat more of these foods than your body needs. Over time, this can affect your overall health and well-being.

Making Better Decisions

You can make better food choices by learning how to understand nutrition information. When you know what your body needs and how to check information, you are more likely to choose foods that support your health every day.

PREVIEW

Name: _____ 7

Curriculum Connection
USC7.5a, USC7.5b, USC7.5c

Questions

Answer the questions below.

1) How would you explain healthy eating in your own words?

2) Describe what happens when you do not check nutrition facts.

3) What does C[illegible]d Gui[illegible]ourage you to eat and drink?

PREVIEW

True or False

Circle whether the stat[illegible]nt is tr[illegible]/fals[illegible]

1) Healthy eating means following strict diets eve[illegible]y	True	False
2) Unchecked nutrition information can affect long-ter[illegible]	rue	False
3) Balanced meals include vegetables, fruits, grains, and prote[illegible]food	[illegible]	alse
4) Too much sugar can cause low energy levels over time.		False
5) Cutting out entire food groups can lead to missing nutrients.	ue	False

Summarize

Write the important details from the reading passage.

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USC7.5a, USC7.5b, USC7.5e

Understanding Nutrition

What Nutrition Means

Nutrition is the study of how food affects your body's growth, energy, and overall health. Every time you eat, your body breaks food down into nutrients that help your organs work properly. Without the right balance of nutrients, your body may feel tired, grow more slowly, or struggle to fight illness. Your body needs a steady supply of energy and materials to repair cells, build tissues, and support brain function.

Main Nutri d Their Functions

Your body on several key nutrients, and each one has a specific job:

- These are your body's main energy source. Foods like bread, rice, d fruit p ick fuel for your brain and muscles.
- **oteins** ps build muscles, repair damaged tissues, and support grow n f ike meat, beans, eggs, and dairy.
- **Fats:** H s sto nd protect your organs. They also help your body abso mi de oils, nuts, and fish.
- **Vitamins:** These any b sesses, such as healing wounds and keeping your immu n st .
- **Minerals:** Minerals like ium ild strong bones, carry oxygen in your blood, and support musc ment.

Each nutrient works together, so missin can ow your whole body functions.

How to Make Healthy Food Choices

To stay healthy, you need to choose foods that give you a g of balanced diet includes foods from all major food groups. For amp ns, protein, fruits, vegetables, and dairy in your meals helps your body s. You should also limit foods high in added sugar, salt, and unhealthy fats, as these can increase the risk of health problems over time.



Drinking enough water is also important. Water helps move nutrients through your body, keeps your temperature stable, and supports digestion.

Why Balance Matters

Eating the same types of food every day can lead to missing important nutrients. When you include a variety of foods, you give your body the tools it needs to grow, stay active, and think clearly.

PREVIEW

Name: _____ 9

Curriculum Connection
USC7.5a, USC7.5b, USC7.5e

Questions Answer the questions below.

1) Define nutrients in your own words.

2) Why does your body need a balance of different nutrients?

Instructions Highlight these nutrients.

Vitamins	
Minerals	
Proteins	
Fats	
Carbohydrates	

Draw Draw and label a healthy snack that includes at least three different nutrients.

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USC7.5a, USC7.5b, USC7.5e

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Match each nutrient with its correct function.

Carbohydrates ☐	☐ Helps repair tissues and build muscles
Proteins ☐	☐ Stores energy and protects organs
Vitamins ☐	☐ Gives quick energy to brain and muscles
Fats ☐	☐ Supports body processes like healing and immunity

Name: _____ Mark

Match each nutrient with its correct function.

Carbohydrates ☐	☐ Helps repair tissues and build muscles
Proteins ☐	☐ Stores energy and protects organs
Vitamins ☐	☐ Gives quick energy to brain and muscles
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Name: _____ Mark

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Vitamins ☐	☐ Gives quick energy to brain and muscles
Fats ☐	☐ Supports body processes like healing and immunity

PREVIEW

Name: _____ 11

Curriculum Connection
USC7.5e, USC7.5g, USC7.5h

Activity: Nutritious Food Shopping

Objective

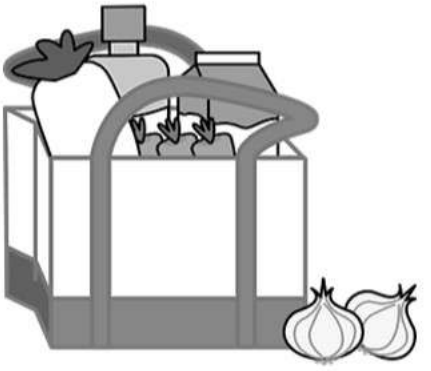
What are we learning about?

To help students understand how to budget for nutritious foods, make informed food choices, and plan a balanced diet within a given budget.

Materials

What will you need for the activity?

- W… …ding items and prices
- A t… groce… …h their prices
- Calculator



Instructions

How w… …lete t… …vity?

1) Inform students that they w… …e "s… …k's worth of groceries with a fixed budget of $100.

2) Provide each student or group with a works… …o reco… …elected items and prices.

3) Explain that students must focus on selecting nutriti… …s tha… …ribute to a balanced diet, including a variety of food groups such as… …ts, v… …s, proteins, and dairy.

4) Distribute the list of grocery items along with their prices to the stud…

5) Instruct students to use the provided list and prices to "shop" for a week's worth of groceries, recording their selected items and total cost on their worksheets, ensuring they do not exceed the $100 budget.

6) Once students have completed their shopping, have them present their grocery lists to the class and discuss how they managed to include a variety of nutritious options while staying within budget. Highlight different strategies used to balance cost and nutrition.

7) Ask students to reflect on the challenges they faced during the activity and discuss the importance of budgeting and how it impacts food choices.

PREVIEW

Name: _____ 12

Curriculum Connection
USC7.5e, USC7.5g, USC7.5h

Grocery Items Use the list to shop for a week's worth of groceries.

Produce	
Item	Price/Unit ($)
Apples (1 kg)	3.50
Bananas (1 kg)	2.00
Carrots (1 kg)	2.00
Broccoli (1 [illegible]d)	1.50
Spinach (1 [illegible])	2.50
Toma[illegible]	3.00
Cucu[illegible] (1 kg)	2.00
Potatoes (1 kg)	1.5
Oranges (1 kg)	3

Pantry Items	
Item	Price/U[illegible])
Olive Oil (500 ml)	6.00
Cereal (500 g)	4.00
Pasta Sauce (500 ml)	3.00
Flour (1 kg)	2.50
Sugar (1 kg)	2.00
Salt (1 kg)	1.00

Snacks	
Item	Price/Unit ($)
Nuts (200 g)	5.00
Dried Fruit (200 g)	4.00
Granola Bars (box of 6)	3.00
Popcorn (500 g)	2.00
Dark Chocolate (100 g)	2.50
Potato Chips (200 g)	3.00
Cookies (300 g)	3.50
Ice cream (1 litre)	5.00

Grains	
Item	Price/Unit ($)
Whole Grain Bread (1 loaf)	3.00
Brown Rice (1 kg)	4.00
Oats (1 kg)	3.00
Whole Wheat Pasta (1 kg)	2.50
Quinoa (1 kg)	5.00

Protein	
Item	Price/Unit ($)
[illegible]icken Breast (1 kg)	10.00
[illegible]dozen)	3.00
[illegible]	1.50
[illegible]ogurt ([illegible])	2.00
Che[illegible]0 g)	4.00
Lentils [illegible]kg)	3.00
Canned Bea[illegible]	1.00
Fish (1 kg)	[illegible]
Tofu (400 g)	[illegible]0
Peanut Butter (500 g)	4.00

Beverages	
Item	Price/Unit ($)
Orange Juice (1 litre)	3.00
Apple Juice (1 litre)	2.50
Herbal Tea (box of 20)	3.00
Bottled Water (1 litre)	1.00
Soda (1 litre)	2.00
Energy Drink (500 ml)	3.00

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USC7.5e, USC7.5g, USC7.5h

Grocery List Record each item you select, the quantity, and the total cost for each item. Ensure that you do not exceed the $100 budget.

Item	Quantity	Price Per Unit ($)	Total Cost ($)
Total Cost of All Items	$		

PREVIEW

Name: _____ 14

Curriculum Connection
USC7.5e, USC7.5g, USC7.5h

Reflection Answer the questions below.

1) Rate your experience of the activity by shading the stars. 5 stars indicate the best experience, and 0 stars indicate the worst experience.	
How much did you enjoy participating in the nutritious food shopping activity?	☆☆☆☆☆
How much did you learn about budgeting for nutritious foods?	☆☆☆☆☆
How well [illegible] group work together to select and budget f[illegible]	☆☆ ☆☆☆
How ch[illegible]nging d[illegible] the task of selecting nutritious foods within th[illegible]	☆☆☆☆☆
How confident do yo[illegible] in [illegible] food choices on a budget now?	☆☆☆☆☆

2) Explain how you decided whic[illegible]ods [illegible] your budget.

3) What did you learn about the importance of budgeting when making food choices?

PREVIEW

Name: _____ 15

Curriculum Connection
USC7.5g, USC7.5h

Activity: Meal Plan Analysis

Objective

What are we learning about?

Students will analyze sample meal plans to understand the importance of balanced meals and the nutritional value of different foods.

Materials

What will you need for the activity?

- 5 Sample meal plans (provided by the teacher)
- Food group checklist (one per student)



Instructions

How will you complete this activity?

1. Begin with a brief discussion on what constitutes a balanced meal. Use the whiteboard to list the main food groups: fruits, vegetables, grains, protein, and dairy.
2. Put students into small groups.
3. Hand out a sample meal plan to each group and food group checklists to each student.
4. Students should check off the food groups included in each meal and note any missing groups.
5. After students have completed their analysis, bring the class together for a discussion. Have each group present their meal plan and the missing components of their plan.
6. Have students suggest ways to improve any unbalanced meals. For example, if a meal lacks a vegetable, ask what kind of vegetable could be added.
7. Summarize the key points about balanced meals and the importance of including all food groups.

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USC7.5g, USC7.5h

Analysis Analyze the provided meal plans.

Meal Plan #1					
Meal	**Main Item**	**Ingredients**	**Side**	**Drink**	**Dessert**
Breakfast	Bagel with Cream Cheese	Bagel, cream cheese		Apple juice	
Lunch	[illegible]	White bread, cheese, butter		Soda	
Dinner	[illegible]	[illegible] beef, [illegible]	Mashed potatoes	Lemonade	Chocolate Bar

[illegible]					
Meal	**Main Item**	**Ingredient**	**Side**	**Drink**	**Dessert**
Breakfast	Toast	White bread, butter		[illegible] juice	
Lunch	Cheese Pizza	Pizza dough, cheese, tomato sauce		Soda	
Dinner	Pasta	White pasta, marinara sauce		Lemon[illegible]	[illegible] cream

Meal Plan #3					
Meal	**Main Item**	**Ingredients**	**Side**	**Drink**	**Dessert**
Breakfast	Cereal	Sugary cereal, milk		Chocolate milk	
Lunch	Hot Dog	Hot dog bun, sausage, ketchup		Sports drink	
Dinner	Chicken Nuggets	Chicken nuggets	French fries	Cola	Apple Pie

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Curriculum Connection
USC7.5g, USC7.5h

Analysis Analyze the provided meal plans.

Meal Plan #4					
Meal	**Main Item**	**Ingredients**	**Side**	**Drink**	**Dessert**
Breakfast	Pancakes	Pancake mix, syrup		Fruit punch	
Lunch	Mac and Cheese	Macaroni, cheese sauce		Iced tea	
Dinner	[illegible]	Burger bun, beef patty, cheese, ketchup, mustard	Potato chips	Milkshake	Brownie

Meal Plan #5					
Meal	**Main I[illegible]**	**[illegible]**	**Side**	**Drink**	**Dessert**
Breakfast	Donut	Fr[illegible] su[illegible]e		Sweetened coffee	
Lunch	Fried Chicken	Chicken, flour, oil	M[illegible]d [illegible]oes	[illegible] tea	
Dinner	Tacos	Taco shell, ground beef, cheese, lettuce, tomatoes		[illegible]od[illegible]	[illegible]te Cake

Meal Plan #6					
Meal	**Main Item**	**Ingredients**	**Side**	**Drink**	**Dessert**
Breakfast	Muffin	Flour, sugar, eggs, butter		Flavoured milk	
Lunch	PB&J Sandwich	White bread, peanut butter, jelly		Fruit juice	
Dinner	Fish Sticks	Fish sticks	Fries	Root beer	Yogurt and Strawberries

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USC7.5g, USC7.5h

Checklist Check off the food groups included in each meal and note any missing groups.

Meal	Fruits	Vegetables	Grains	Protein	Dairy
Breakfast					
Lunch					
Dinner					

PREVIEW

Breakfast:	
Is it balanced?	
Suggestions:	

Lunch:	
Is it balanced?	
Suggestions:	

Dinner:	
Is it balanced?	
Suggestions:	

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USC7.5e, USC7.5g

Blog Post: Whole Foods vs. Processed Foods

Whole Foods vs. Processed Foods: What's the Difference?

Date: April 27, 2026 Author: Nathan Ford *5-minute read*

When it comes to choosing what to eat, understanding the difference between whole foods and processed foods is important. Whole foods, like fruits, vegetables, and whole grains, are minimally processed and retain their natural nutrients. Processed foods, on the other hand, often contain added sugars, fats, and preservatives.

One key difference is cost. Whole foods are usually more expensive than processed foods. A study from Harvard School of Public Health found that eating a healthy diet rich in whole foods costs about $1.50 more per day compared to a diet high in processed foods. This cost difference can impact food choices, especially for families on a tight budget.

Despite the cost, whole foods offer higher nutritional value. They are rich in vitamins, minerals, and fibre, which are essential for good health. Processed foods often lack these nutrients and can contribute to health problems like obesity and heart disease.

Accessibility is another factor. Whole foods can be harder to find in some areas, particularly in food deserts where grocery stores are limited. Processed foods, being cheaper and having a longer shelf life, are more readily available.

Till next time,
Nathan Ford

PREVIEW

Comments:



Tommy – April 27, 2026

I agree that whole foods are healthier, but the cost can be a big issue. Not everyone can afford to spend extra on groceries, especially with the rising cost of living.

Like Reply 12h ago



Emilia – April 27, 2026

While I understand the cost concern, investing in whole foods can save money in the long run by preventing health issues. The Canadian Medical Association reports that poor diet is a leading cause of chronic diseases, which are expensive to treat.

Like Reply 7h ago

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Curriculum Connection
USC7.5e, USC7.5g

Questions Answer the questions below.

1) What are whole foods?

2) What are processed foods?

3) How [illegible] contribute to health problems?

PREVIEW

Fill in the blanks Complete the senten[illegible]w.

1) Whole foods retain their natural _____	[illegible]ients
2) Processed foods can lead to _____ eatin[illegible]	poor
3) Whole foods have higher nutritional _____	c[illegible]
4) Whole foods can _____ more.	[illegible]
5) Processed foods tend to have a longer _____.	shelf lif[illegible]

flavours

value

ity

preparation

List Complete the lists below.

Whole Foods	Processed Foods
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

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Curriculum Connection
USC7.5f, USC7.5h, USC7.5g

Activity – Healthy Meal Planning

Objective

What are we learning about?

Students will learn how to apply their knowledge of food groups, balanced diets, and portion sizes by planning a week's menu. This activity encourages thoughtful consideration of nutritional needs and food variety.

Materials

What will you need for the activity?

- F[illegible]oup gui[illegible]d portion size charts
- Blan[illegible]eekly [illegible]ate
- Pens and p[illegible]
- Access to foo[illegible]zines, [illegible]ers, and nutritional websi[illegible]or in[illegible]



PREVIEW

Instructions

How will you [illegible]lete

1) Start with a review of the different f[illegible]d group[illegible]ins, [illegible]ins, fruits, vegetables, dairy) and the importance of portion contro[illegible]ss ho[illegible]od group contributes to overall health.
2) Teach students how to measure portion sizes using [illegible]ompa[illegible] (e.g., a serving of meat is the size of a deck of cards).
3) Allow students time to research various foods and recipes that [illegible] group using provided materials. Encourage them to think about meal[illegible]re both nutritious and appealing.
4) Using the blank weekly menu templates, students plan out meals for each day, including breakfast, lunch, dinner, and two snacks. Each meal should include items from at least three different food groups to ensure balance.
5) Remind students to consider portion sizes while planning to ensure that meals are well-balanced.
6) Have students present their weekly menus to the class. They should explain why they chose each meal and how it fits into the balanced diet model.
7) Discuss the variety in the menus, and how different foods can be combined to meet nutritional needs.

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USC7.5f, USC7.5h, USC7.5g

Food Group Guidelines

Food Category	Examples	Servings/Day	One Serving
Grains (Preferably Whole Grains)	Bread, pasta, rice, oatmeal, quinoa	6-8 servings	1 slice of bread, 1/2 cup cooked rice or pasta, 1 cup ready-to-eat cereal flakes
Protein	Lean meats, poultry, fish, beans, peas, eggs, nuts, seeds	5-6 servings	1 ounce of meat/fish/poultry, 1 egg, 1/4 cup cooked beans, 1 tablespoon peanut butter, a handful of nuts or seeds
Dairy	Milk, cheese, yogurt	3-4 servings	1 cup milk or yogurt, 1.5 ounces of cheese
Fruits	Fresh fruits, canned fruits	servings	1 medium apple, banana, or orange, 1/2 cup of chopped fruit, 3/4 cup of fruit juice
Vegetables	Fresh, frozen, or canned vegetables	3-5 ser	1 cup raw leafy vegetables, 1/2 cup of cut-up raw or vegetables, 1/2 cup table juice
Fats and Oils (Use sparingly)	Butter, margarine, salad dressing, cooking oil	2-3 servings	butter, 1 sing

PREVIEW

Portion Size Chart

- A fist or cupped hand = 1 cup of salad or cereal
- A palm (no fingers) = 3 ounces of meat, fish, or poultry
- A thumb = 1 ounce of cheese
- A handful = 1-2 ounces of snack foods (like nuts or pretzels)
- A tip of your thumb = 1 teaspoon of butter or oil

Tips for Use

- Teach students to use their hand as a tool for measuring portion sizes, which can be particularly handy when they don't have measuring cups or spoons available.
- Encourage mixing of food groups within meals to ensure nutritional balance (e.g., adding vegetables to a pasta dish, having fruit with breakfast cereal).
- Discuss the importance of variety in the diet to get all necessary nutrients.

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USC7.5f, USC7.5h, USC7.5g

Weekly Menu

Instructions for Use:

- Fill in each meal: Write down what you plan to eat for each meal and snack. Try to include a variety of foods from different food groups.
- Consider Portion Sizes: Remember to consider the portion sizes discussed in the food group guidelines.
- Balance Your Meals: Ensure each meal contains elements from different food group[illegible]intain a balanced diet.

D[illegible]	Lunch	Dinner	Snack 1	Snack 2
Monday				
Tuesday				
Wednesday				
Thursday				

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Curriculum Connection
USC7.5f, USC7.5h, USC7.5g

Day	Breakfast	Lunch	Dinner	Snack 1	Snack 2
Friday					
Saturday					
Sunday					

PREVIEW

Serving Check if Kyle follows the prop g po for each food.

What Kyle Eats – Nu Servi					
Day	Grains	Protein	Dair	les	Fats
1	❑ 7	❑ 1	❑ 7	❑ 1	❑ 1
2	❑ 5	❑ 5	❑ 4	❑	❑ 2
3	❑ 2	❑ 8	❑ 5	❑ 3	❑ 3
4	❑ 8	❑ 9	❑ 3	❑ 5	❑ 5
5	❑ 6	❑ 6	❑ 2	❑ 8	❑ 4
6	❑ 9	❑ 5	❑ 8	❑ 9	❑ 2
7	❑ 4	❑ 3	❑ 1	❑ 4	❑ 1

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Curriculum Connection
USC7.5a, USC7.5e, USC7.5g

Story: Restaurants and Nutritional Choices

Ben's Adventure in Healthy Eating

Ben loved going out to eat with his family. One Friday evening, they went to a busy restaurant filled with noise, bright lights, and the smell of fried food. As he sat down, he opened the menu and froze. "Wow... everything looks so big," he said, staring at the large portions.

His mom nodded. "That's true, Ben. Restaurants often serve large meals. Some can have abou 0 calories, which is more than half of what you need in a day."

Be t quickly faded. He remembered the last time they ate out. He had felt h a little sick. "I don't want to feel like that again," he said quietly.

d lean . "That's a real problem," he said gently. "But we can solve it together. You d at thing or choose the heaviest meal."

Ben looked . Plat d high with fries, burgers, and sauces. Everyone seemed happy, but he pr side him. "What if I pick something and regret it again?" he asked

Lily gave him a small sm ou'r alone," she said. "We can share meals. T way, you don't have to eat too much."



Ben took a deep breath and looked back at the menu. "Maybe I can choose something grilled instead of fried," he said slowly.

"That's a strong choice," his mom said. "You can also ask for sauces on the side. That helps you control hov

"And I'll get water instead of pop," Ben added. "I want to feel better ime."

When the food arrived, Ben felt nervous again. The plate still looked large, but he shared the grilled chicken with his family and started with a salad. He ate slowly, listening to his body instead of rushing.

Halfway through, something felt different. He wasn't uncomfortable. He wasn't too full. He actually felt okay.

After the meal, Ben leaned back and smiled. "I feel good," he said, surprised.

His dad nodded. "You made a smart choice."

Ben felt proud. For the first time, he realized he didn't have to give up eating out. He just needed to make better choices—and now he knew he could.

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Questions Answer the questions below.

1) Why did Ben feel unsure when looking at the menu?

2) What choice helped Ben feel more in control of his eating?

3) What did Be[illegible] eat[illegible] by the end?

True or False Circle whether the state[illegible] is true[illegible].

1) Restaurant meals can have more than half yo[illegible] ca[illegible]	True	False
2) Fried foods are the best choice for healthy eating.	[illegible]	False
3) Starting with a salad can help you eat less overall.	[illegible]	False
4) Eating quickly helps you know when you are full.	[illegible]	False
5) Eating healthy means, you cannot order anything at restaurants.		False

Diary Imagine you and your family focused on healthy eating at restaurants for a day. Write a diary entry about your meal choices, feelings, and insights on healthy eating.

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Activity: Calorie Count Contest

Objective What are we learning about?

Estimate and compare calorie counts of various restaurant dishes to understand the nutritional content and discuss why some foods have higher or lower calorie content.

Materials What will you need for the activity?

- Pictures of various restaurant dishes
- List of dishes
- Devices to record actual calorie counts



Instructions How will you facilitate this activity?

1. Distribute individual copies of the list of food items and pictures to each student.
2. Instruct students to write down their guesses for the calorie count of each food item on their worksheet.
3. After all students have recorded their guesses, have them reveal the actual calorie counts of each dish.
4. Have students compare their guesses with the actual calorie counts and calculate the difference.
5. Award points to the students who guessed the closest to the actual calorie count for each dish.
6. Discuss as a class why some foods have higher or lower calorie content, considering factors like ingredients, cooking methods, and portion sizes.
7. Record the differences on the whiteboard or large paper and analyze which types of dishes had the most accurate guesses and which had the largest discrepancies.
8. Encourage students to reflect on what they have learned about calorie content and how it influences their food choices.

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Calorie Count Write your best guess for calorie counts of various restaurant dishes and see how close you can get to their counts!

Cheeseburger with fries	Caesar Salad	Mozzarella Sticks (2 pieces)
		
Calorie [illegible]	Calorie Count: _____	Calorie Count: _____

Spag[illegible] with [illegible]	Pepperoni Pizza (2 slices)	Chicken Alfredo Pasta
		
Calorie Count: _____	Calorie [illegible]	Calorie Count: _____

French Onion Soup	Fried Chicken ([illegible]es)	[illegible]co Salad
		
Calorie Count: _____	Calorie Count: _____	Calorie Count: _____

Shrimp Scampi	Vegetable Stir-Fry	Chocolate Lava Cake
		
Calorie Count: _____	Calorie Count: _____	Calorie Count: _____

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USC7.5b, USC7.5e, USC7.5g

Reflective Journal Write a journal about your calorie count activity experience.

Instruction

After completing the Calorie Count Contest activity, think about what you learned about restaurant foods and calorie counts. Reflect on how your guesses compared to the real numbers and how this may affect your food choices. Write your answers in your journal.

- Which food surprised you the most when you saw its calorie count? Why?
- How close were your guesses to the actual calorie counts?
- Which foods had higher calories than you expected?
- Which foods had lower calories than you expected?
- What patterns did you notice between ingredients, cooking methods, and calories?
- How do portion sizes affect the total calorie count of a meal?
- What is one change you could make when eating out?

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Case Study: School Lunch Programs

Impact of School Lunch Programs

School lunch programs play a crucial role in ensuring that students have access to nutritious food. Many students rely on school meals for a significant portion of their daily nutrition. According to Health Canada, about 30% of children and youth in Canada use school lunch programs.



Benefits of Healthy School Meals

Providing meals in schools has several benefits:

- **Improved Concentration:** Students who eat nutritious meals are better able to concentrate and perform well in their studies.
- **Healthy Growth:** Balanced diets support proper growth and development by providing essential nutrients like vitamins and minerals.
- **Reduced Obesity Rates:** Access to healthy meals can help reduce obesity rates among children by promoting healthy eating habits.



Challenges in Providing Healthy Meals

Despite the benefits, there are challenges in implementing school lunch programs:

- **Cost:** Providing fresh, healthy food can be expensive, and schools need adequate funding to maintain these programs.
- **Food Preferences:** Students might have different food preferences, making it difficult to design a menu that everyone enjoys.
- **Logistics:** Ensuring the timely delivery and preparation of meals can be challenging, especially in larger schools.

Examples of Successful Programs

Several school lunch programs in Saskatchewan have shown positive effects on students' well-being.

- **Saskatoon Public Schools Nutrition Program**: This program supports over 100 schools and serves thousands of students daily (about 15,000+). It provides breakfasts, snacks, and some lunches with support from groups like CHEP Good Food Inc.
- **Regina Public Schools Nutrition Program**: This program runs in most elementary schools and serves over 10,000 students regularly. It provides daily breakfasts and snacks, helping students stay focused and ready to learn.

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Yes or No Answer the following questions with either "Yes" or "No".

1) Do all students in Canada use school lunch programs daily?	Yes	No
2) Can school meals help students improve their focus in class?	Yes	No
3) Are school lunch programs free from any cost challenges?	Yes	No
4) Can poor nutrition make it harder for students to learn?	Yes	No
5) Do all school meals automatically meet healthy nutrition standards?	Yes	No

Questions Answer the questions below.

1) List some benefits of healthy school meals from the text.

2) Describe how healthy meals affect student concentration in school.

3) Describe how Regina programs support student learning.

Draw Illustrate what a nutritious school lunch plate should include and explain.

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Activity: Recipe Book Creation

Objective

What are we learning about?

Encourage students to share and learn new healthy recipes by compiling a class recipe book featuring their favourite healthy dishes.

Materials

What will you need for the activity?



- Reci e (one per student)
- P pencils
- Pantry refe
- Art supplies f rating book (optional)

Instructions

How will y ete

1) Explain the objective of the activity is to c class recipe book featuring each student's favourite healthy recipes.
2) Distribute the recipe book templates to eac ent fo the pantry reference sheet.
3) Instruct students to select their ingredients from the p efe create their recipes. They should focus on healthy and nutritious ptio
4) Have each student write or type their recipe on the template, includi ingredients, preparation steps, and any personal tips or variations.
5) Once all recipes are completed, collect them and compile them into a single class recipe book. This can be done by printing and binding the pages or creating a digital book.
6) Allow students to decorate the recipe book with drawings, photos, or other artistic elements to personalize it.
7) After the recipe book is compiled, have a class discussion about the nutritional value of each recipe and why they are healthy choices.
8) Distribute copies of the recipe book to each student to take home and share with their families.

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USC7.5e, USC7.5f, USC7.5g

Pantry Hand out this pantry reference sheet for students to choose from.

Fruits

- Apples
- Bananas
- Berries
- Grapes
- Mangoes
- Peaches
- Pineapples

Vegetables

- Carrots
- Broccoli
- Spinach
- Peppers
- Tomatoes
- Kale
- Potatoes

Grains

- Brown Rice
- Quinoa
- Oats
- Wheat Bread
- Pasta
- Barley
- Bulgur
- Millet

Protein

- Chicken
- Turkey
- Fish
- Beans
- Lentils
- Eggs
- Tofu
- Chickpeas

Healthy Fats

- Olive Oil
- Avocado
- Nuts
- Seeds
- Coconut Oil
- Flaxseed Oil
- Chia Seeds

Spices/Herbs

- Basil
- Oregano
- Cinnamon
- Garlic
- Ginger
- Thyme
- Rosemary
- Turmeric

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Recipe: _____

Servings: _____

Prep Time: _____

Cool Time: _____

Directions

Notes: _____

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Reflection Answer the questions below.

1) Draw your recipe dish.



2) What inspired you choos

3) How do the ingredients in this recipe contribute to a v iet?

4) How does preparing this recipe at home compare to buying a similar meal from a restaurant in terms of nutrition and cost?

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How to Tell if Nutrition Advice Is True

Why Not All Advice Is Equal
Today, you can find food advice everywhere—on videos, ads, and social media. However, not all of this advice is correct or safe. Good nutrition advice is based on **scientific research**, not opinions or trends. Experts like government health agencies and trained professionals study how food affects the body over time. When advice is not based on real evidence, it can lead to unhealthy choices, confusion, or even harm. Learning how to tell the differe helps you protect your health.

Trusted S Nutrition Information
Some for giving accurate and reliable information. In Canada, orga ns like H nada provide guidelines based on strong research. Registered dietitians e also ert who study nutrition for years and follow strict rules. Hospitals, pub s, a ool health programs also use proven information. These sources a d ofte ated when new research is found. This makes them more trustwo an line.

Signs of Strong Nutrition In
When you look at food advice, th are ould check to decide if it is reliable:

- **Evidence-based**: The advice is sup ted by s s, not guesses
- **Expertise**: The author has proper training, ietiti lth professional
- **Bias**: The information is not trying to sell meth
- **Sponsorship**: Check if a company paid for the e
- **Credentials**: Look for titles that show real educat rtific

These details help you decide if the information is honest and cura

Why Influencers and Ads Can Be Misleading
Influencers and companies often share food advice to promote products. They may use exciting words like "natural," "clean," or "superfood" to attract attention. These words sound healthy but do not always mean the food is good for you. Many posts are sponsored, meaning someone is paid to promote a product. This creates bias and can hide the truth.



Making Smart Choices
You should always question where your nutrition information comes from. Start with trusted sources, then compare what you see online. When you understand how to check advice, you can make smart, healthy choices every day.

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Name: _____ 45

Curriculum Connection
USC7.5a, USC7.5b, USC7.5c

True or False Circle whether the statement is true or false.

1) All social media food advice is checked by experts first.	True	False
2) Words like "clean" always prove a food is healthy.	True	False
3) Hospitals and public health units use proven nutrition information.	True	False
4) Sponsored posts may hide bias in food advice messages.	True	False
5) Trusted sources are often updated when new research appears.	True	False
6) Influenc ever use exciting words to attract attention.	True	False

Question questions below.

1) Why sh uld yo ma e the nutrition advice?

2) What does it mean if advice is iden

PREVIEW

Write Write a clear and evidence-based response for each on ou would decide if the nutrition advice is trustworthy using accu

Nutrition Situation	Smart and Evidence-Based nse
You see a TikTok saying, "cut all carbs to be healthy."	
A cereal box says "low fat" in big bold letters.	
An influencer promotes a drink and says it boosts energy fast.	
Your friend says, "natural snacks are always healthy."	
A label shows low sugar, but the serving size is very small.	

Curriculum Connection
USC7.5a, USC7.5b, USC7.5c

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ | Mark

List four clues that show nutrition information is accurate.

1	
2	
3	
4	

Name: _____ | Mark

List four clues that show nutrition information is accurate.

1	
2	
3	
4	

Name: _____ | Mark

List four clues that show nutrition information is accurate.

1	
2	
3	
4	

Name: _____ | Mark

List four clues that show nutrition information is accurate.

1	
2	
3	
4	

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Social Media Post - Confused About Food Advice?

@HealthTalk_7

What can go wrong when people follow bad food advice? Do trends like cutting all carbs or eating too much protein affect your health and daily eating balance?

3:14 PM – 05/04/2026 – 1,929 SHARES 4,721 LIKES

@emma_eats – ya but carbs give your body energy and without them you might feel tired, weak, or unable to focus

@smart_foodie – your brain actually needs carbs to function properly, so removing them fully can make it hard to think clearly

@jayden_15 – ok but what about eating high protein diets since people say protein helps build muscle and stay full

@liam_knows – too much protein can put stress on your body and also means you are not getting enough nutrients from other foods

@emma_eats – also if you only eat protein you can miss fibre and vitamins that come from fruits, grains, and other foods

@nora_thinks – I feel like this is confusing because everyone says different things about what healthy eating should look like

@smart_foodie – balanced meals should include carbs, protein and fats together instead of removing one group completely

@jayden_15 – but those diets always show fast results online and make them like they are the best choice

@liam_knows – fast results are not always healthy and can lead to health problems later

@emma_eats – also it can affect how people feel about their body and create pressure to follow strict food rules

@nora_thinks – wait how am I supposed to know what is true because now I feel really confused about what to believe

@jayden_15 – same I thought I understood healthy eating but now I am not even sure what is actually right anymore

@liam_knows – honestly we should probably check trusted sources instead of just believing random posts or influencers online

@emma_eats – I do not even think I should trust this comment section either because everyone is saying different things

@smart_foodie – that is why it is important to question advice and look for reliable information before changing your eating habits

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Questions
Answer the questions below.

1) Why do some people feel confused about healthy eating online?

2) Why might fast results not always be a good sign?

3) Desc... what h... your body without enough carbs.

PREVIEW

Safe or Risky
Decide if each situation ... risk... write your answer.

1) Cutting all carbs even when your body needs en...	Safe	Risky
2) Eating only high protein foods and avoiding oth... od ...	Safe	Risky
3) Following online diet advice without checking where ... e ... om...	afe	Risky
4) Choosing balanced meals with different food groups inclu... daily		Risky
5) Checking trusted sources before changing your eating habits...		Risky
6) Drinking lots of energy drinks because they seem helpful online...	e	Risky

Opinion
Write a comment that you would add to this conversation.

Username: _____ Date: _____

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Blog Post: Food Marketing Tricks

Top 5 Ways Food Companies Convince Us a Product Is "Healthy"

Date: April 4, 2026 *Author: Ms. Taylor Hayes.* *6-minute read*

Let's be real—just because a package says "healthy" doesn't mean it actually is. Food companies use smart marketing tricks to make products look better than they are. In Canada, many foods use words, images, and claims that sound healthy but do not always match what is inside. Here are five common ways companies make products seem "healthy":

1) **Load** – These are words that sound positive but are not always meaningful. L "pure," or "wholesome" are not strictly controlled in many cases. gh in sugar, sodium, or fat even if it uses these words. These ter are me e a good feeling, not always give real nutrition information.
2) **Health Ha** s when one good feature makes the whole product seem healthy ample may say "high in fibre" but still contain a lot of sugar. People o ocu lthy claim and ignore the rest of the nutrition label. This can lead t ng or poor choices without realizing it.
3) **Buzzwords and Claims** lik oosting," "guilt-free," or "made with real fruit" are common. The laim or healthy but are often not fully proven. "Made with real fruit" could ean th ct contains mostly sugar and very little actual fruit. These phrase e desig gr ttention quickly.
4) **Emotional Appeal and Images** – Packaging lours and words to create emotions. Bright green colours, ima farm amilies can make food seem fresh and healthy. These visuals ca n facts. The goal is to make you feel good before checking deta
5) **Celebrity and Influencer Endorsements** – Sometimes a or mote certain foods or drinks. This can make people trust the product oduct person is not a nutrition expert. Just because someone popula does not mean it is a healthy choice.

PREVIEW

Comments:



Maya – April 4, 2026

I notice a lot of snacks say "made with real fruit" but still taste very sugary. It makes it hard to know what is actually healthy.

Like Reply 1d ago



Ethan – April 5, 2026

I agree. Some cereals say "part of a balanced breakfast" but have lots of sugar. Reading the nutrition label helps more than trusting the front.

Like Reply 20m ago

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Questions

Answer the questions below.

1) How can images and colours influence food choices?

2) Describe how the health halo effect works using the cereal example.

3) What ...uld so... ...efore believing a food claim?

4) List three examples of loade... ...ds u... ...abels.

PREVIEW

Two Truths and a Lie

Read each group. Tick ✓ th... ...nes. M... ...the one lie.

	Words like “natural” always guarantee low sugar and fat.
	“Made with real fruit” may still mean very little fruit.
	Packaging colours and images can influence how healthy food appears.

	A single ...althy ... ...ct from other un... ...s.
	Bright green packag... ...ways means the food is nut...tious.
	Products using “wholesome” can still be high in sodium.

Comment

What comment would you post to the blog post?

Like Reply Just now

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Canada's New Food Guide

Canada's New Food Guide does not have 4 food groups. Instead, it recommends eating the following 3 food categories.

Food Category	Fruits and Vegetables	Whole Grains	Protein Foods
Servings/Day	½ (half) of your plate	¼ of your plate	¼ of your plate
Tips	- Choose darker green vegetables - Drink juice with a	- Choose whole grain options instead of grains that have been processed	- Select plant-based proteins and lean meats
Examples	- Dark green vegetables - Eat the	- Bread, pita, oatmeal, cereal, rice, pasta, bagels, quinoa	- Beans, lentils, nuts, seeds, lean meats and poultry, fish, shellfish, eggs

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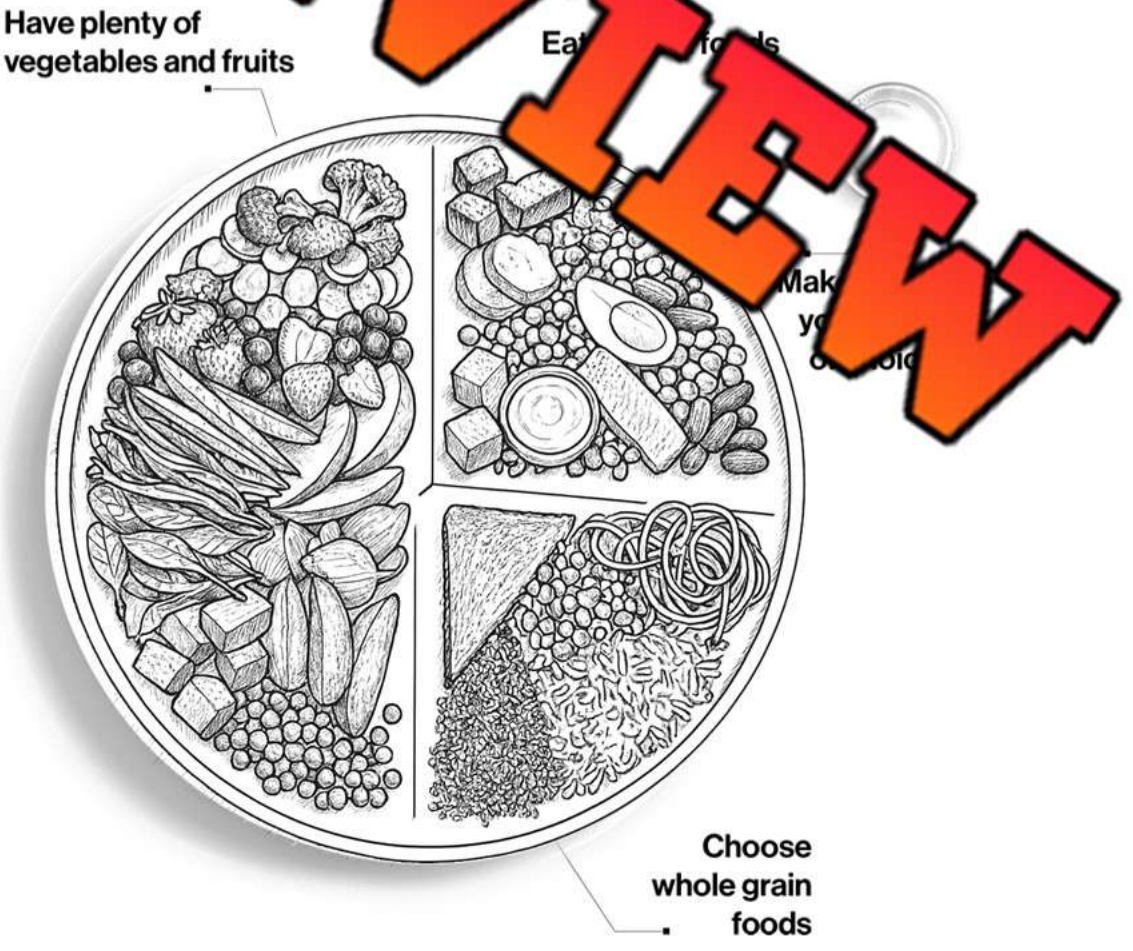

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Questions Draw pictures or use words of foods you like that would fit Canada's Food Guide

Eat plenty of _____ and _____

Eat _____ foods



Make _____ your drink of choice



Choose _____ _____ foods

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Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Is the statement true (T) or false (F)?

1) Canada's Food Guide still uses four traditional food groups	T / F
2) Fruits and vegetables should cover half the plate daily	T / F
3) Juice with added sugar is a recommended daily drink	T / F
4) Protein foods should fill one quarter of the plate	T / F
5) Whole grains should make up half of each meal	T / F

Name: _____ Mark

Is the statement true (T) or false (F)?

1) Canada's Food Guide still uses four traditional food groups	T / F
2) Fruits and vegetables should cover half the plate daily	T / F
3) Juice with added sugar is a recommended daily drink	T / F
4) Protein foods should fill one quarter of the plate	T / F
5) Whole grains should make up half of each meal	T / F

Name: _____ Mark

Is the statement true (T) or false (F)?

1) Canada's Food Guide still uses four traditional food groups	T / F
2) Fruits and vegetables should cover half the plate daily	T / F
3) Juice with added sugar is a recommended daily drink	T / F
4) Protein foods should fill one quarter of the plate	T / F
5) Whole grains should make up half of each meal	T / F

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Canada's Food Guide - Servings

Serving Luke eats pretty healthy, but is he following the Canada Food Guide?

What Luke Eats – Number of Servings				Yes	No
Day	Vegetables & Fruits	Protein	Grains		
1	4	2	2	Yes	No
2	8	4	4	Yes	No
3	5	5	5	Yes	No
4	6	3	2	Yes	No
5	5	5	5	Yes	No
6	4	2	3	Yes	No
7	8	4	8	Yes	No

Serving Help Elliot fill in the table by telling him how many servings he should have.

What Elliot Should Eat – Number of Servings			
Day	Vegetables and Fruits	Protein	Grains
1	10		
2		6	
3			7
4	8		
5		8	
6			3

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Canada's Food Guide – Food Categories

Food Group | Which group does the food belong to?



	Food	Vegetable	Fruit	Protein	Grain
1	Crackers	Vegetable	Fruit	Protein	Grain
2	Almonds	Vegetable	Fruit	Protein	Grain
3	[illegible]	Vegetable	Fruit	Protein	Grain
4	[illegible]	Vegetable	Fruit	Protein	Grain
5	[illegible]	[illegible]	Fruit	Protein	Grain
6	Pineap[illegible]	[illegible]	Fruit	Protein	Grain
7	Fish	[illegible]	Fruit	Protein	Grain
8	Carrots	[illegible]	[illegible]	Protein	Grain
9	Grapes	[illegible]	[illegible]	Protein	Grain
10	Bread	Vegetable	[illegible]	[illegible]	Grain
11	Chicken	Vegetable	[illegible]	[illegible]	Grain
12	Beans	Vegetable	Fruit	[illegible]	[illegible]
13	Pasta	Vegetable	Fruit	[illegible]	Grain
14	Granola Bar	Vegetable	Fruit	Protein	Grain
15	Tomato	Vegetable	Fruit	Protein	Grain
16	Kale	Vegetable	Fruit	Protein	Grain
17	Potatoes	Vegetable	Fruit	Protein	Grain
18	Peanut Butter	Vegetable	Fruit	Protein	Grain
19	Corn	Vegetable	Fruit	Protein	Grain
20	Celery	Vegetable	Fruit	Protein	Grain

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Food Groups Write 10 examples of foods that belong to each food category.

	Grains
1	
2	
3	
4	
5	

	Grains
6	
7	
8	
9	
10	

	Fruits and Vegetables
1	
2	
3	
4	
5	

	Fruits and Vegetables
7	
9	
10	

	Proteins
1	
2	
3	
4	
5	

	Proteins
6	
7	
8	
9	
10	

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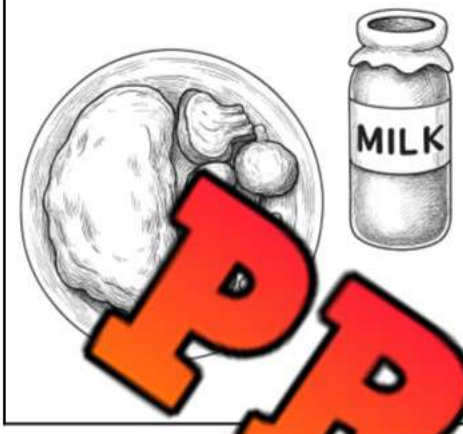
Food Groups Examine the meals below and write which food categories are represented.

1

Meal	Proteins, Fruits and Vegetables, and Grains	
		

2

Meal	s, Fruits and Vegetables, and Grains	
		

3

Meal	Proteins, Fruits and Vegetables, and Grains	
		

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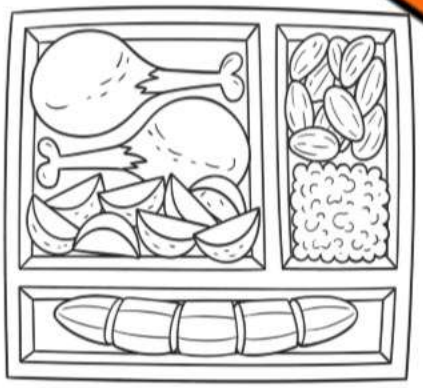
USC7.5b, USC7.5e, USC7.5g

Food Groups Examine the meals below and write which food categories are represented.

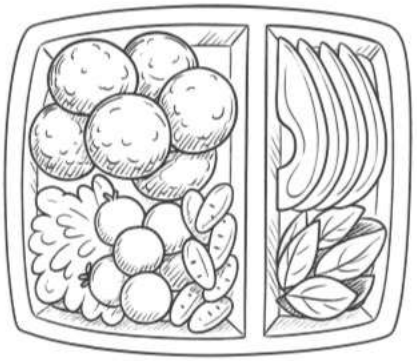
1

Meal	Food Groups – Proteins, Fruits and Vegetables, and Grains	
		
	What could you add to this breakfast to balance the meal?	

2

Meal	Food Groups – Proteins, Fruits and Vegetables, and Grains	
		
	What could you add to this lunch to balance the meal?	

3

Meal	Food Groups – Proteins, Fruits and Vegetables, and Grains	
		
	What could you add to this dinner to balance the meal?	

PREVIEW

Curriculum Connection
USC7.5b, USC7.5e, USC7.5g

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ | Mark

Sort each into: **FV** = Fruits & Vegetables **WG** = Whole Grains **PF** = Protein Foods

1) Kiwi	FV	WG	PF
2) Eggs	FV	WG	PF
3) Carrots	FV	WG	PF
4) Oatmeal	FV	WG	PF
5) Rice	FV	WG	PF
6) Beans	FV	WG	PF
7) Broccoli	FV	WG	PF
8) Chicken	FV	WG	PF

Name: _____ | Mark

Sort each into: **FV** = Fruits & Vegetables **WG** = Whole Grains **PF** = Protein Foods

1) Kiwi	FV	WG	PF
2) Eggs	FV	WG	PF
3) Carrots	FV	WG	PF
4) Oatmeal	FV	WG	PF
5) Rice	FV	WG	PF
6) Beans	FV	WG	PF
7) Broccoli	FV	WG	PF
8) Chicken	FV	WG	PF

Name: _____ | Mark

Sort each into: **FV** = Fruits & Vegetables **WG** = Whole Grains **PF** = Protein Foods

1) Kiwi	FV	WG	PF
2) Eggs	FV	WG	PF
3) Carrots	FV	WG	PF
4) Oatmeal	FV	WG	PF
5) Rice	FV	WG	PF
6) Beans	FV	WG	PF
7) Broccoli	FV	WG	PF
8) Chicken	FV	WG	PF

Name: _____ | Mark

Sort each into: **FV** = Fruits & Vegetables **WG** = Whole Grains **PF** = Protein Foods

1) Kiwi	FV	WG	PF
2) Eggs	FV	WG	PF
3) Carrots	FV	WG	PF
4) Oatmeal	FV	WG	PF
5) Rice	FV	WG	PF
6) Beans	FV	WG	PF
7) Broccoli	FV	WG	PF
8) Chicken	FV	WG	PF

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Canada's Food Guide Changes

Early Versions: Focus on Basic Needs

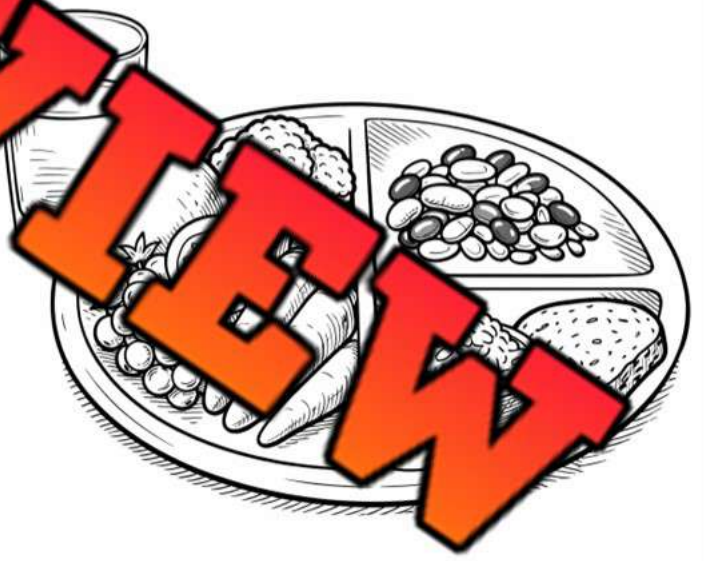
Canada's Food Guide first appeared in 1942 during World War II. At that time, the goal was simple: prevent nutrient shortages and keep people strong. Foods were grouped to ensure people got enough vitamins and minerals. There was a strong focus on dairy, meat, and grains because these foods helped prevent diseases caused by deficiencies. The guide told people exactly how many servings to eat each day, which made it strict but easy to follow.

Shifts in th and 2007

By the 19 rly 2000s, Canada's Food Guide changed to reflect new health conce oiding deficiencies, the goal became preventing long-term illnes e heart nd diabetes. The 2007 version introduced clearer serving sizes an dded n ncluding different cultural foods. It also encouraged people to choose low and ore fruits and vegetables. However, it still focused heavily on counti ngs, w people found confusing.

The 2019 Food Guide Tra tion

The 2019 version made the b and It removed strict serving numbe and instead showed a simple plate model. H your plate should be vegetables and frui one quarter whole grains, and one quarter protein foods. It also reduced the focus on dairy and encouraged more plant-based proteins like beans and lentils. Water became the main recommended drink. This version focused more on habits, such as cooking at home and eating with others.



PREVIEW

Key reasons for these changes:

- New science showed links between diet and chronic diseases like obesity and diabetes
- Canadians were eating more processed foods and sugary drinks
- There was a need to include diverse cultural foods and eating patterns
- Research showed plant-based foods support both health and the environment
- People needed simpler guidance instead of strict serving counts

Why These Changes Matter

Canada's Food Guide changed because people's health needs changed. Today, you are more likely to face long-term health risks than nutrient shortages. The newer guide helps you make flexible, realistic choices that fit your life while still meeting your body's needs.

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Circle Circle the correct time period when each change to Canada's Food Guide happened.

1) Water became the main recommended drink.	Early	Middle	Newest
2) Strict serving numbers were removed from the guide.	Early	Middle	Newest
3) More cultural and diverse foods were included.	Early	Middle	Newest
4) People had to follow exact daily serving amounts.	Early	Middle	Newest
5) The guide began to focus on preventing long-term diseases.	Early	Middle	Newest
6) The guid[illegible]sed mainly on preventing nutrient shortages.	Early	Middle	Newest

Questio[illegible] [illegible]ve[illegible]uestions below.

1) What was th[illegible] th[illegible]t Food Guide?

2) Explain what changes were made in t[illegible]guide

3) List the three parts of the 2019 plate model.

PREVIEW

Reflect Do you think the changes to Canada's Food Guide made it better for people to eat healthy? Explain your answer.

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USC7.5i

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Canada's Food Guide Changes:
Put the steps in the correct order from earliest to latest by numbering them 1–3.

	Guide uses four food groups and requires tracking daily serving amounts for each food category
	Guide presents plate model dividing foods into fruits vegetables whole grains and protein foods
	Guide focused on preventing nutrient shortages and keeping people strong. Told how many servings to eat each day.

Name: _____ Mark

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Activity – 3-Day Family Meal Plan

Objective What are we learning about?

Students will create a three-day family meal plan using Canada's Food Guide. They will apply nutritional knowledge to make healthy choices based on different budgets and family situations.

Materials What will you need for the activity?

- Meal plan template (3-day chart provided)
- Canada's Food Guide reference sheet
- Budget or family scenario (provided)



Instructions How will you complete this

1) Review Canada's Food Guide and the different food groups: vegetables and fruits, whole grains, and proteins. Discuss how to build balanced meals.

2) Read your assigned family scenario or budget. Think about who you are planning for (e.g., family size, food preferences, cost limits).

3) Plan meals for three full days, including breakfast, lunch, dinner, and snacks.

4) Make sure each meal includes a balance of food groups and follows healthy eating guidelines.

5) Consider your budget or situation when choosing foods. Try to make realistic and practical choices.

6) Write your meal plan clearly in the chart. You may add simple drawings or colours to show different food groups.

7) Check your plan to make sure it includes a variety of foods and meets the needs of your assigned family.

8) Answer the reflection question at the bottom: "How did your meal plan show balance, variety, and healthy choices for your family?"

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AP7.10, USC7.5g, USC7.5h

Reference Canada's Food Guide – Quick Reference

Build a Healthy Plate

Use this simple plate model when planning meals:

- ½ plate = Vegetables and Fruits
- ¼ plate = Whole Grains
- ¼ plate = Protein Foods

Drink **water** as your main drink.

Food Examples and Examples

Vegetables and Fruits (½ of your plate)

- Broccoli, carrots, peppers
- Apples, bananas, oranges
- Fresh, frozen, canned (low salt/sugar)

Whole Grains (¼ of your plate)

- Whole wheat bread
- Brown rice
- Oatmeal
- Whole grain pasta

Protein Foods (¼ of your plate)

- Beans, lentils, chickpeas
- Eggs
- Fish, chicken, lean meat
- Nuts and seeds
- Milk, yogurt, cheese

Healthy Eating Tips

- Choose more plant-based proteins (beans, lentils, nuts)
- Limit foods high in sugar, salt, and unhealthy fats
- Eat a variety of foods each day
- Try to cook more meals at home
- Pay attention to portion sizes

Water First

- Water is the best drink choice
- Helps your body stay cool and work properly
- Try to drink water throughout the day

Simple Portion Guide (Using Your Hand)

- Fist = 1 cup (vegetables, rice, pasta)
- Palm = protein (meat, fish)
- Thumb = fats (butter, oils)
- Handful = snacks (nuts, fruit)

Limit

- Sugary drinks (pop, sweetened drinks)
- Processed snacks (chips, candy)
- Fast food
- Foods high in salt

PREVIEW

Criteria Use the criteria below to complete the activity.

Criteria	Description
Canada's Food Guide	Meals follow Canada's Food Guide with proper food group balance.
Budget Use	Food choices match the assigned budget level realistically.
Scenario Fit	Meals clearly match the family's needs and situation.
Meal Variety	Different foods and meals are used across the three days.
Planning Effort	Work is complete, detailed, and shows thoughtful planning.

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AP7.10, USC7.5g, USC7.5h

Family Meal Planning Scenarios Cut out the family food budget and situation scenario cards below and assign one to each student.

#	Family Situation	Budget	Details to Consider
1	Family of 4 (2 adults, 2 children)	Low	Need simple, low-cost meals using basic ingredients
2	Single parent with 2 children	Medium	Limited time, quick and easy meals needed
3	Fam 3 teens)	High	Large portions needed, high energy meals
4	y of 3 (rian child)	Medium	Must include vegetarian protein options
5	Family of hedul	Medium	Meals must be quick to prepare and portable
6	Family of 2 (elderly)	w	Smaller portions, softer and easy-to-eat foods
7	Family of 4 (one lactose intolerant member)	edium	Avoid dairy or use alternatives
8	Family of 6 (large household)		od to feed many
9	Family of 3 (very active lifestyle)	High	ed high y and ed
10	Family of 4 (trying to eat healthier)	Medium	Reduce processe oc
11	Family of 2 (one picky eater)	Medium	Include simple nd familiar foods
12	Family of 5 (cultural food preferences)	Medium	Include traditional foods while keeping balance
13	Family of 3 (one athlete training daily)	Medium	Needs higher protein meals and regular snacks
14	Family of 2 (new to cooking)	Low	Simple recipes with few ingredients needed
15	Family of 4 (limited kitchen tools)	Medium	Meals must be easy to cook with basic equipment

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Planning Page | Answer the questions below.

Step 1: Understand Your Scenario			
1) Family Size and Type:			
2) Budget Level (circle one):	Low	Medium	High
3) What does this budget allow you to buy?			

Step 2: What You Need	
1) Time (busy, quick meals, etc.):	
2) Diet Needs (vegetarian, lactose-free, etc.):	
3) Portion Needs (large family, active people, etc.):	
4) Food Preferences (picky eaters, cultural foods, etc.):	

Step 3: Smart Food Choices	
1) What foods will help you stay within budget?	
2) What foods will help make meals healthy and balanced?	
3) What foods can be used in more than one meal?	

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Step 4: Plan for Balance (Canada's Food Guide)			
1) Fruits and Vegetables you will use:			
2) Grains (preferably whole grains):			
3) Pro[illegible]			
4) Healthy Drinks:			

Step 5: Plan Your Meal Types (Can[illegible]da's [illegible]e)			
1) What types of meals will you use to meet your fruits and vegetables needs?			
2) What types of meals will you use to meet your whole grain needs?			
3) What types of meals will you use to meet your protein needs?			
4) What types of meals will you use to meet your healthy drink needs?			

Step 6: Ready to Plan: Now you are ready to fill in your 3-Day Meal Plan.

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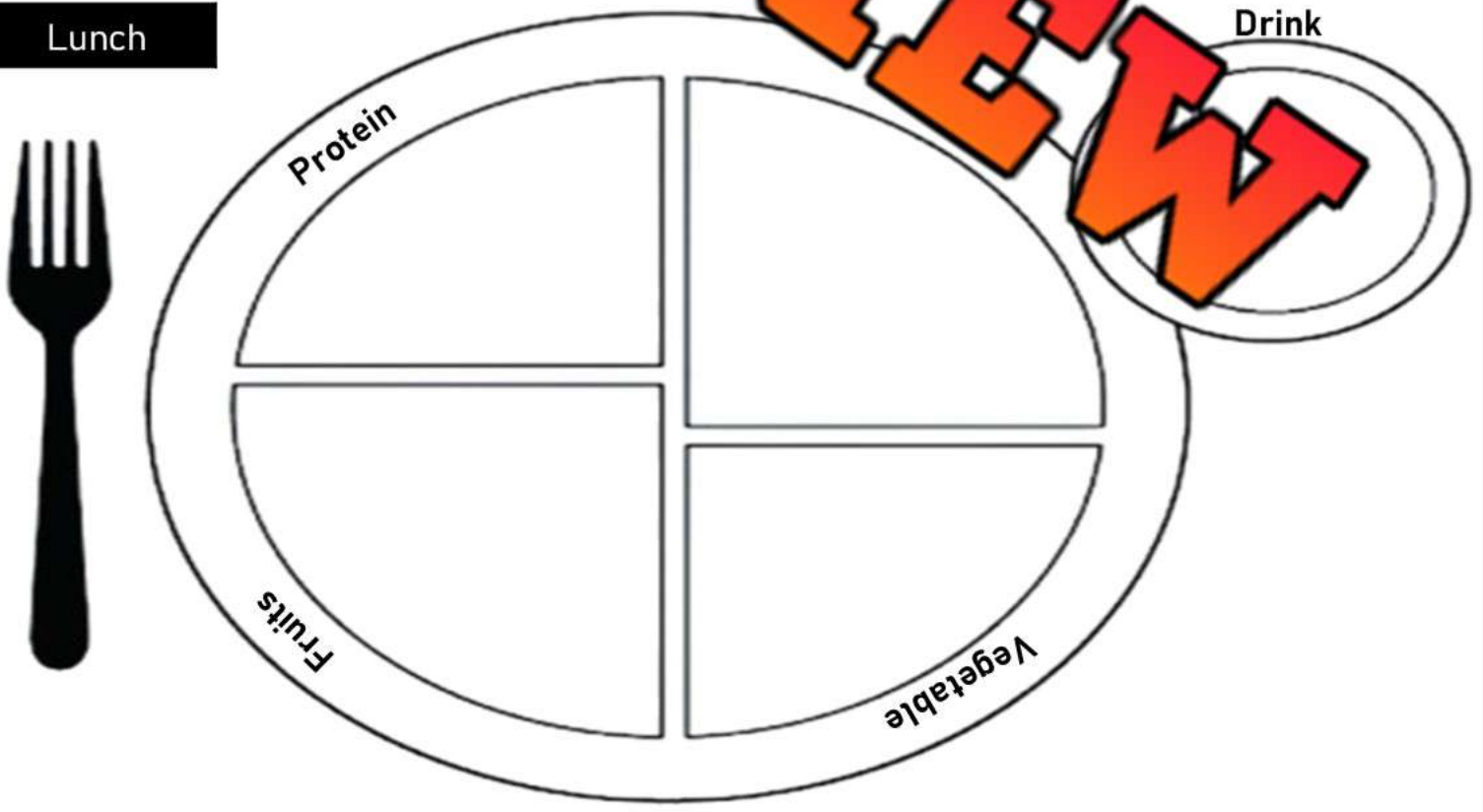
Day 3 – Family Meal Plan

Breakfast



Lunch



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Snacks



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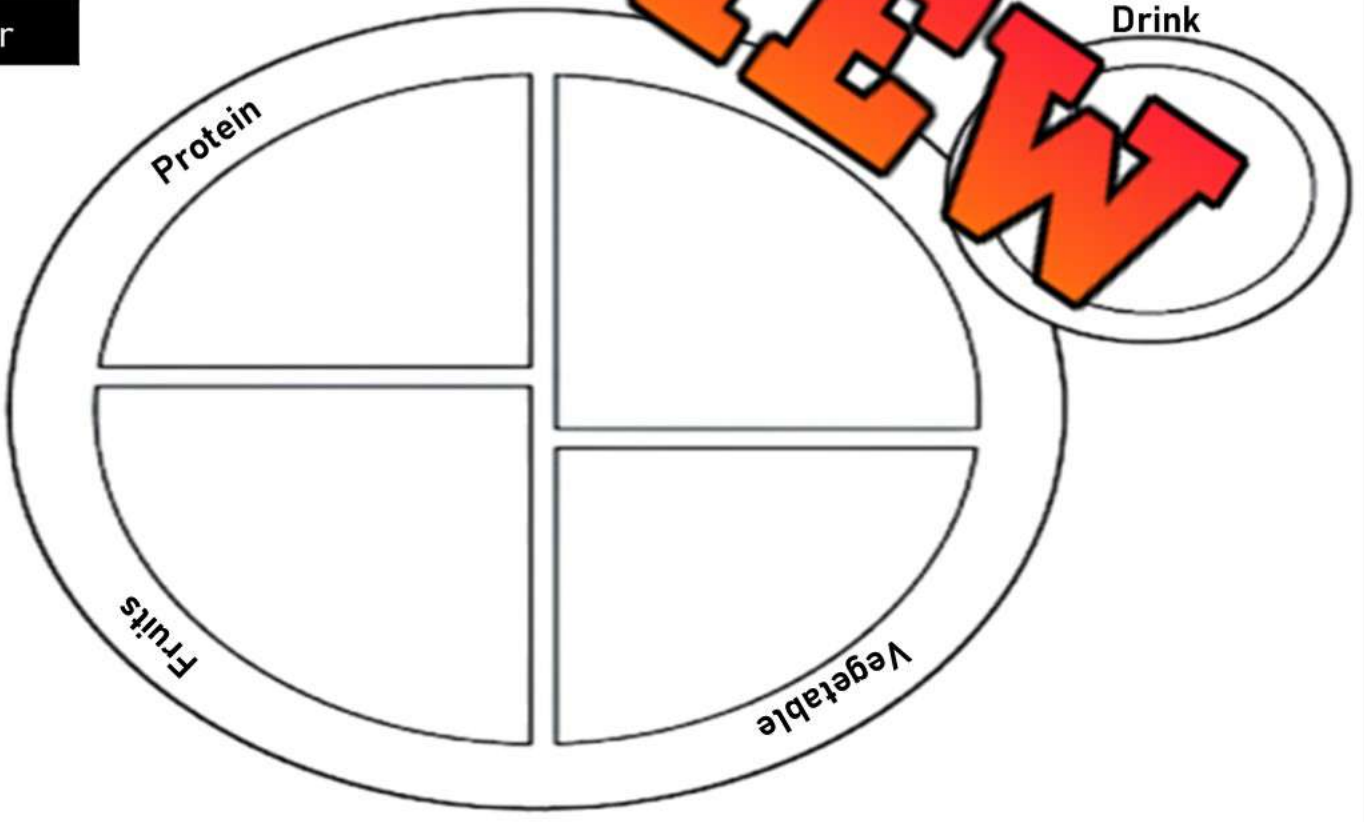
Dinner





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AP7.10, USC7.5g, USC7.5h

Self-Assessment | Family Meal Plan

Instructions: Use this checklist to review your meal plan. Check each box that applies to your work. Then answer the reflection questions below.

1. Following Canada's Food Guide

- ☐ My meals include a balance of different food groups.
- ☐ I included fruits and vegetables in most meals.
- ☐ I chose whole grains when possible.
- ☐ I in[illegible]d healthy protein foods.
- ☐ I s[illegible]healthy drinks like water or milk.

2. Match[illegible]enario

- ☐ [illegible]family's needs and situation.
- ☐ [illegible]nsider[illegible]ck meals, busy schedule, etc.).
- ☐ I inclu[illegible] fit[illegible]y needs (if needed).
- ☐ My meal[illegible]r the f[illegible]and portions.

3. Staying Within Budg[illegible]

- ☐ My food choices m[illegible]he assign[illegible]t.
- ☐ I chose affordable foo[illegible]n ne[illegible]d.
- ☐ I reused foods across mea[illegible]s to s[illegible]y.

4. Meal Variety and Planning

- ☐ I included different types of meals across t[illegible]ree d[illegible]
- ☐ My meals are not repeated too often.
- ☐ I planned breakfasts, lunches, dinners, and [illegible]ck[illegible]
- ☐ My meals are realistic to prepare.

5. Overall Effort

- ☐ I completed all parts of the meal plan.
- ☐ My work is neat and easy to understand.
- ☐ I showed careful thinking in my choices.

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6) What did I do well?

_____

_____

_____

7) What could I improve?

_____

_____

Name: _____ 87

Curriculum Connection
AP7.10, USC7.5g, USC7.5h

Rubric How did you do on the activity?

Criteria	1 Point	2 Points	3 Points	4 Points
Canada's Food Guide	Meals do not follow the guide	Some food groups included	Mostly follows guide	Fully follows guide every day
Budget Use	Does not match budget	Some budget awareness	Mostly matches budget	Makes strong, realistic budget choices
Sc… Fit	D… match	Some needs considered	Mostly matches situation	Fully meets the family's needs
Meal Variety	…ts … food…	…riety	Good variety of meals	Wide variety across all days
Planning Effort	Incomplete or rushed	…tail …own	…lear and …e work	Detailed, thoughtful, and organized

PREVIEW

Teacher Comments

Mark

Student Comments – What could you do better?

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Food Labels

What Are Food Labels?

Food labels are printed guides found on packaged foods that help you understand what you are eating. They are not just decoration—they give clear, regulated information about the food inside. In Canada, food labels follow strict rules so that people can compare products and make informed choices. This means companies must list accurate nutrition facts and ingredient details.

Whe read a label, you are learning about portion sizes, energy, and nutrients your body ry day. Labels also help you notice ingredients that may not be obvious, like adde h amounts of salt. Think of it as a tool that helps wh into your body rather than guessing.



What's on the l

Every food labe u key pa work together to explain the product. You ne read a ole, not just one section, because each pi er on nnected information.

- **Serving Size:** This tells you act trition facts are based on. If you eat more t the ers change.
- **Calories:** This shows how much energy you get one serving. Your body uses this energy to mov , and
- **Nutrients to Get More Of:** These include calciu on s. They support strong bones, healthy blood, and dig
- **Nutrients to Limit:** These include saturated fat, trans fa n, a sugars. Too much of these can lead to health problems ov time

Understanding these parts together helps you compare foods d hich option is healthier for you. It also helps you notice small differences betw products that may look similar.

Why It Matters

Reading food labels helps you make smarter food choices every day. You can compare similar products to find options with less sodium, sugar, fat, and calories. For example, two snacks may look the same, but one may have much more sugar or salt, which can affect your health and energy levels.

Labels also help you understand how much you are really eating. If a package has more than one serving, the total sodium, sugar, fat, and calories can add up quickly. By using labels to compare foods, you can choose options that give you steady energy, help you focus better, and support your overall health over time.

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USC7.5b, USC7.5e, USC7.5g

Questions
Answer the questions below.

1) What is the purpose of a food label?

2) List the four main parts found on a food label.

3) De… how ser… affects nutrition numbers.

PREVIEW

True or False
Circle whether the staten… rue or…

1) Food labels are optional and not required on …ged fo… …da.	True	False
2) Calories measure the energy your body gets from …o…	True	False
3) Sodium and sugars are nutrients we should always get…	Tr…	False
4) Two similar foods can have very different nutrition values.	…	alse
5) Nutrition facts only matter if you are eating unhealthy foods.	…e	False

Word Scramble
Unscramble the words from the word bank.

Word Bank

Serving, Calories, Sodium, Calcium, Fibre
Sugar, Ingredients, Nutrients, Vitamins, Digestion

ITNVIMSA		ERNSGVI	
ALECIRSO		UTTNNISRE	
NRNIEDSGTEI		IGODISNET	

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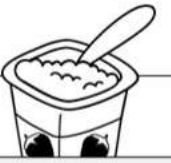
Food Comparisons



Plain Greek Yogurt

Nutrition Facts

4 servings per container

Serving size	**4 (100g)**
Amount Per Serving	
Calories	**130**
	% Daily Value*
Total Fat 0g	**0%**
Saturated Fat 0	**0%**
Trans Fat 0g	
Cholesterol	
Sodium 9	
Total Carboh 0g	
Dietary Fiber 1g	
Total Sugars 7g	
Includes 0g Added Sug	0%
Protein 23g	6%
Vitamin D 0mcg	0
Calcium 325mg	2
Iron 0mg	0%
Potassium 376mg	8%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Which Would You Choose? Why

Strawberry Yogurt

Nutrition Facts

4 servings per container

Serving size	**4 (100g)**
Amount Per Serving	
Calories	**130**
	% Daily Value*
Total Fat 3g	**4%**
Saturated Fat 1g	**5%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 95mg	**4%**
Total Carbohydrate 25g	**9%**
Dietary Fiber 0g	**0%**
Total Sugars 18g	
Includes 0g Added Sugars	**0%**
Protein 5g	**10%**
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 0mg	0%
Potassium 470mg	10%
Vitamin C	15%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

PREVIEW

White Bread

Nutrition Facts

23 servings per container

Serving size	**1 Slice (30g)**
Amount Per Serving	
Calories	**80**
	% Daily Value*
Total Fat 1g	**1%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 140mg	**6%**
Total Carbohydrate 15g	**5%**
Dietary Fiber 0g	**0%**
Total Sugars 1g	
Includes 0g Added Sugars	**0%**
Protein 2g	**4%**
Vitamin D 0mcg	0%
Calcium 26mg	2%
Iron 0.36mg	2%
Potassium 0mg	0%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Which Would You Choose? Why

le Wheat Bread

Nut on Facts

ice (30g)

Calorie 90

	% Daily Value*
Total Fat 1g	**1%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 140mg	**6%**
Total Carbohydrate 15g	**5%**
Dietary Fiber 5g	**18%**
Total Sugars 1g	
Includes 0g Added Sugars	**0%**
Protein 5g	**10%**
Vitamin D 0mcg	0%
Calcium 26mg	2%
Iron 0.9mg	4%
Potassium 0mg	0%

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

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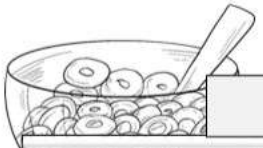


Honey Nut Cheerios

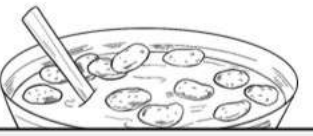
Nutrition Facts
Serving Size ¾ cup (28g)
Servings Per Container about 12

Amount Per Serving	Honey Nut Cheerios	with ½ cup skim milk
Calories	110	150
Calories from Fat	15	15
		% Daily Value**
Total Fat 1.5g*		2%
Saturated Fat		0%
Trans Fat 0g		
Polyunsatur		
Monou		
Choles		
Sodium 18		7%
Potassium 115mg		3
Total Carbohydrate 22g		7%
Dietary Fiber 2g		8%
Soluble Fiber less than 1g		
Sugars 9g		
Other Carbohydrate 11g		
Protein 2g		

Ingredients: Whole Grain Oats (includes the oat bran), **Sugar, Modified Corn Starch, Honey, Brown Sugar Syrup, Salt, Tripotassium Phosphate, Canola and/or Rice Bran Oil, Natural Almond Flavor. Vitamin E** (mixed tocopherols) **Added to Preserve Freshness.**

Vitamins and Minerals: Calcium Carbonate, Zinc and Iron (mineral nutrients), **Vitamin C** (sodium ascorbate), **A B Vitamin** (niacinamide), **Vitamin B_6** (pyridoxine hydrochloride), **Vitamin B_2** (riboflavin), **Vitamin B_1** (thiamin mononitrate), **Vitamin A** (palmitate), **A B Vitamin** (folic acid), **Vitamin B_{12}, Vitamin D_3.**

AINS ALMOND; MAY CONTAIN NGREDIENTS.



1) What do you think is healthy about Honey Nut Cheerios?

2) What is unhealthy about Honey Nut Cheerios?



Frosted Flakes

Nutrition Facts
1 serving per container
Serving size
1 Container (60g)

Calories per serving 220

Amount/serving	% DV*	Amount/serving	% DV*
Total Fat 0g	**0%**	**Total Carb.** 53g	**19%**
Saturated Fat 0g	**0%**	Dietary Fiber 1g	**5%**
Trans Fat 0g		Total Sugars 21g	
Cholesterol 0mg	**0%**	Incl. 21g Added Sugars	**42%**
Sodium 300mg	**13%**	**Protein** 3g	

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Vit. D 3mcg 15% • Calcium 0mg 0% • Iron 11mg 60% • Potas. 60mg 0%
Thiamin 30% • Riboflavin 30% • Niacin 30% • Vitamin B_6 30%
Folate 180mcg DFE 45% (110mcg folic acid) • Vitamin B_{12} 30%

Ingredients: Milled corn, sugar, malt flavor, contains 2% or less of salt.
Vitamins and Minerals: Iron (ferric phosphate), niacinamide, vitamin B_6 (pyridoxine hydrochloride), vitamin B_2 (riboflavin), vitamin B_1 (thiamin hydrochloride), folic acid, vitamin D_3, vitamin B_{12}.

1) A s healthy? hy or

2) Which ingredients do you not want to eat in Frosted Flakes?

PREVIEW

Name: _____ 93

Curriculum Connection
USC7.5c, USC7.5f, USC7.5g

Research – Favourite Foods

Research Choose 2 of your favourite foods. Answer the questions for each.

Brainstorm a list of your favourite foods below.

1) Choose [illegible] to research. Write it below.

2) Fill in the inf[illegible]w b[illegible]ooking up the nutritional food label

Total Fat		Vitamins/Minerals	Percentages
Saturated Fat			
Cholesterol			
Sodium			
Total Carbohydrates			
Dietary Fibre			
Sugar			
Protein			

3) How many ingredients does this food have?

4) How many ingredients sound unappetizing? Write a few examples.

5) Is this a healthy food? Explain why or why not.

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Research Research one more of your favourite foods.

1) Choose one food to research. Write it below.

2) Fill in the information below by looking up the nutritional food label

Total Fat		**Vitamins/Minerals**	**Percentages**
Satu			
[illegible]esterol			
Sodiu			
Total Carbohydrates			
Dietary Fibre			
Sugar			
Protein			

3) How many ingredients does this food have?

4) How many ingredients sound unappetizing? Write a few example

5) Is this a healthy food? Explain why or why not.

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Total
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Unit Test

Healthy Food Choices and Nutrition

Mark	/

1. What happens if you eat double the serving size? a) All nutrient values change b) Only calories increase c) Only sugar increases d) Nothing [illegible]es	2. Which nutrient should be limited due to health risks? a) Fibre b) Calcium c) Sodium d) Iron
3. What is [illegible]urpose of food labels? a) Ad[illegible] b) Show [illegible]ce cle[illegible] c) Help informe[illegible]oices d) Make food look ap[illegible]ng	4. What is a key feature of whole foods? a) High added sugars b) Artificial flavours c) Long ingredient list d) Minimal processing
5. What does "health halo e[illegible]se people to do? a) Ignore all labels b) Focus on one positive feature c) Avoid packaged foods d) Only buy expensive foods	[illegible]y are processed foods more [illegible]le? a) High[illegible]ition value b) L[illegible]shel[illegible] c) [illegible]er sh[illegible]fe d) High[illegible]ntent
7. According to Canada's Food Guide, which habit supports healthier food choices? a) Cook more often at home b) Eat at restaurants c) Eat fast food d) Eat packaged food	8. According t[illegible]ad[illegible]how much of the plate is f[illegible]es? a) One quarter b) One half c) One third d) All of it
9. What does fibre mainly support? a) Bone strength b) Muscle growth c) Blood oxygen d) Digestion	10. According to Canada's Food Guide, what is the recommended drink of choice? a) Juice b) Water c) Pop d) Milk

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Yes or No Is this person following Canada's New Food Guide?

Mark	/

1) Ava prepares dinner at home, filling half her plate with vegetables, adding grilled chicken, whole grains, and choosing water.	Yes	No
2) Liam buys lunch daily, choosing fries, a burger, and sugary soda, without checking labels or including fruits or vegetables.	Yes	No
3) Ethan hears a snack is "natural," trusts the label, and eats it often without checking sugar, fat, or ingredients.	Yes	No
4) Maya re[illegible]od labels at the store, compares sodium levels, and selects lo[illegible]ptions while planning balanced meals.	Yes	No
5) Ch[illegible]line, avoids grains and vegetables completely, and e[illegible]y prote[illegible]ithout considering balance or variety.	Yes	No
6) Noah eats di[illegible]with[illegible], shares food, stops when full, and chooses water i[illegible]sugar[illegible]gularly.	Yes	No
7) Sophie often skips b[illegible]al[illegible]di[illegible]she only eats vegetables once during the entire day.	Yes	No

Short Answer Answer the questions bel[illegible]

Mark	/

1) What is healthy eating, and why is it importa[illegible]

2) Explain two challenges in school lunch programs.

3) List three food marketing tricks used on packaged foods.

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Long Answer Answer the questions below.

Mark /

1) Draw a typical food label. Label the main parts found on it. Then describe how to read a food label step by step.

2) Describe the process of planning a balanced daily m st he foo ps you should include. Explain how portion size helps balance the meal.

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