

CHAPTER 5: A GUIDE TO HEALTHY FOOD CHOICES

Food for Life, Second Edition, pages 90–125

ACTIVITY 1: GETTING TO KNOW *EATING WELL WITH CANADA'S FOOD GUIDE*.

DESCRIPTION

This activity is designed to introduce students to the new Canada's food guide, *Eating Well with Canada's Food Guide*.

Students will ...

- Interpret the information and recommendations contained in *Eating Well with Canada's Food Guide*, if available.

ESTIMATED TIME: 40–50 minutes

MATERIALS AND PREPARATION

- Make a class set of BLM 5-1: *Getting to Know Eating Well with Canada's Food Guide*.
- Provide each student with a copy of *Eating Well with Canada's Food Guide*, if available.

DIRECTIONS

- Give students BLM 5-1: *Getting to Know Eating Well with Canada's Food Guide* and copies of *Eating Well with Canada's Food Guide* and have students complete the worksheet.
- Mark orally so that students can make corrections on their own sheets.

BACKGROUND INFORMATION

Improving literacy requires students to read for understanding. This activity requires reading and paying attention to both images and textual details.

ASSESSMENT AND EVALUATION

- Students may be assessed for completion and participation marks.

EXTENSION OR OPTIONAL ACTIVITIES

- After completing this activity, students may be interested in the Dietitians of Canada *EaTracker* link on the Canada's Food Guide Web site, which lets them track their day's food and activity choices, and compare these choices to those in *Eating Well with Canada's Food Guide* and *Canada's Physical Activity Guide*: www.dietitians.ca/public/content/eat_well_live_well/english/eatracker
- Students can also go to the Health Canada Web site and create their own individualized food guide www.hc-sc.gc.ca/fn-an/food-guide-aliment/myguide-monguide/index_e.html

ANSWERS

BLM 5-1: Getting to Know Eating Well with Canada's Food Guide

1. Pictures of foods such as pita bread, couscous, wild rice, kefir, tofu, fortified soy beverage, etc.
2. Eating Well with Canada's Food Guide recommends eating more foods from this group than from any other. Vegetables and fruit
3. Eating Well with Canada's Food Guide recommends eating less of this group.
4. 1 fruit or 125 mL ($\frac{1}{2}$ cup)
5. Eating a whole fresh fruit
6. Milk and alternatives
7. Obesity, type 2 diabetes, heart disease, certain types of cancer, and osteoporosis
8. Brown rice
9. Fat, sugar, and salt
10. Eat a variety, enjoy whole grain, and choose grain products that are lower in fat, sugar, and salt
11. Fortified soy beverages
12. Mercury
13. Roasting, baking, or poaching
14. Water
15. Be a good role model.

ACTIVITY 2: EATING THE COLOUR WAY

DESCRIPTION

To improve the nutrition levels of all North Americans, health groups have been advocating increasing the consumption of fruits and vegetables of all colours to maximize our intake of the phytochemicals and antioxidants in these particular foods. This activity is aimed at increasing students' awareness of the nutrients associated with vegetables and fruits of certain colours.

Students will ...

- Explain the advantages of eating all five colours of fruits and vegetables.

ESTIMATED TIME: 40 minutes

MATERIALS AND PREPARATION

- Photocopy one set of BLM 5-3: Eating the Colour Way Information Cards for the five colour stations. If time permits, mount the Information Cards on corresponding coloured paper and collect pictures of fruits and vegetables for each of the colour stations.
- Make a class set of BLM 5-2: Eating the Colour Way.

DIRECTIONS

- This activity can be done three different ways. Choose the one that's best for each class.
- It can be done as station lessons (see Introduction) where the information cards are placed around the room and students rotate from station to station completing their information sheet.
- It can be done as a group activity, where each group is assigned one colour. Group members have to determine the best way to teach the class the information so students can complete the student handout as the group teaches the class.
- It can be done as a jigsaw co-operative learning activity (see Introduction), in which groups of five are established. Each student finds out about one colour and then returns to the group to teach the other members.
- Introduce the activity by explaining to students that each colour group has its own unique set of health properties and students' task is to learn why colour is important to nutrition and why the two are important factors in choosing what to eat.

REFERENCES

- Canadian Cancer Society: www.5to10aday.com
- Heart and Stroke Foundation: ww2.heartandstroke.ca
- Sunkist: www.sunkist.com/5aday/colors

BACKGROUND INFORMATION

Research shows that most people in Canada, North America, and the United Kingdom are not consuming even the minimum recommended daily amount of fruits and vegetables. The B.C. Nutrition Survey (1999) recommended that people increase their intake of fruits and vegetables. See: www.healthservices.gov.bc.ca/prevent/nutrition Scientists agree that everyone, including children, can reduce his or her risk of heart disease and cancer by consuming a minimum of

five servings of vegetables and fruits each day. Fruits and vegetables contain many vitamins and minerals that are important in children's growth and development. Fruits and vegetables also contain natural plant compounds called phytochemicals that provide a variety of health benefits, and antioxidants that protect the body. Both may reduce the risk of some types of cancer and other chronic diseases (e.g., heart disease and diabetes).

ASSESSMENT AND EVALUATION

- Completion of BLM 5-2: Eating the Colour Way.
- For extension activity, use T-2-E: Scoring Rubric for Projects to mark poster.

EXTENSION OR OPTIONAL ACTIVITIES

- Remind students that they do not need to remember all the names of the compounds in food that may prevent disease. They simply need to eat a rainbow of colours each day. Have students demonstrate this learning by designing posters with this message, and posting them around the school.
- Ask students what fruits and vegetables they would like to try and have a sampling lab where students make a chart with the headings: name of fruit or vegetable; colour; shape; flavour; texture to record the results of their sampling.
- Have students design and make a "5-a-day" fruit salad to serve with a little vanilla yoghurt.
- Have students design a garden salad that includes all five colours.
- Have students do a 5-a-day stir-fry with five colours of vegetables. Heat a little vegetable oil, add garlic and fresh ginger first for flavour, then the vegetables in order of density (e.g., carrots, broccoli, green onion tops). Flavour with a little soya sauce and serve over rice or noodles.

ANSWERS

BLM 5-3: Eating the Colour Way

Red Hot Healthy

Colour: *Red*

Examples of vegetables: *Tomatoes, radicchio, red peppers, red cabbage, beets, radishes*

Examples of fruits: *Strawberries, cherries, cranberries, raspberries, red apples, watermelon, pomegranates*

Phytochemicals: *Lycopene and anthocyanins*

Helps maintain/diseases prevented: *Heart, memory function, lower risk of some cancers, urinary tract health*

Name three fruits or vegetables of this colour that you have eaten: *Answers will vary.*

Name three that you haven't eaten but would like to try: *Answers will vary.*

Go for the Gold!

Colour: *Orange/yellow*

Examples of vegetables: *Pumpkin, yellow pepper, carrots, winter squash, yellow summer squash, yellow potatoes, corn, yellow tomatoes*

Examples of fruits: *Golden kiwi, apricots, mango, cantaloupe, grapefruit, papaya, peaches, oranges, pineapples, lemons, tangerines*

Phytochemicals: *Folate, carotenoids, and bioflavonoids*

Helps maintain/diseases prevented: *Heart, vision health, healthy immune system, a lower risk of some cancers, some birth defects*

Name three fruits or vegetables of this colour that you have eaten: *Answers will vary.*

Name three that you haven't eaten but would like to try: *Answers will vary.*

Go Green!

Colour: *Green*

Examples of vegetables: *asparagus, arugula, artichokes, broccoli, kale, collard greens, Chinese vegetables (e.g., bok choy), green peppers, green beans, lettuce, cucumbers, spinach, zucchini, green cabbage, herbs*

Examples of fruits: *Honeydew melon, green grapes, kiwi, limes, pears, avocado*

Phytochemicals: *Lutein, indoles, and folate*

Helps maintain/diseases prevented: *A lower risk of some cancers, vision health, strong bones and teeth*

Name three fruits or vegetables of this colour that you have eaten: *Answers will vary.*

Name three that you haven't eaten but would like to try: *Answers will vary.*

Beat the Blues!

Colour: *Blue/purple*

Examples of vegetables: *Eggplant, purple potatoes*

Examples of fruits: *Blackberries, blueberries, plums, grapes*

Phytochemicals: *Anthocyanins and phenolics*

Helps maintain/diseases prevented: *Lower risk of some cancers, urinary tract health, memory function, healthy aging*

Name three fruits or vegetables of this colour that you have eaten: *Answers will vary.*

Name three that you haven't eaten but would like to try: *Answers will vary.*

White for Wellness!

Colour: *White, tan, and brown*

Examples of vegetables: *Cauliflower, garlic, mushroom, onions, ginger, parsnips, potatoes, shallots, turnips, jicama, kohlrabi, white corn*

Examples of fruits: *Bananas, brown pears, white peaches, white nectarines*

Phytochemicals: *Allicin*

Helps maintain/diseases prevented: *Heart health, cholesterol levels that are already healthy, a lower risk of some cancers*

Name three fruits or vegetables of this colour that you have eaten: *Answers will vary.*

Name three that you haven't eaten but would like to try: *Answers will vary.*

ACTIVITY 3: GOT GOOD EATS?

DESCRIPTION

In this assignment, students will choose a target food group and a target audience and design an advertisement to encourage people to eat the recommended servings for that food group each day.

Students will ...

- Demonstrate their knowledge of *Eating Well with Canada's Food Guide* by creating an advertisement for a target audience.

ESTIMATED TIME: 40–50 minutes

MATERIALS AND PREPARATION

- Ask students to bring to class examples of food advertising (e.g., those designed by food companies designed to sell the company's product; those designed by government as public service ads, similar to the ones currently running in B.C. by Act Now; those designed by commodity groups, such as the "Got Milk" campaign).
- Collect examples of advertising that is designed to encourage people to eat well.
- Paper and art supplies
- Access to photographs (Internet, computer scanner, magazines)
- Make a class set of T-2-H: Peer Assessment Form for Student Presentations

DIRECTIONS

- Review *Eating Well with Canada's Food Guide* and the differing needs of age and activity groups.
- Discuss current general statistics from recent health surveys or publications. For example, the B.C. Nutrition Survey (1999) shows that
 - In B.C. more than one-third of the population does not meet the recommended servings of grain products.
 - In B.C. 73 percent of females and 56 percent of males do not meet the recommended servings of vegetables and fruits.
 - In B.C. 75 percent of people surveyed did not meet the recommended minimum servings of milk.
 - In B.C. many adults do not have dietary intakes of folate, vitamins B₆, B₁₂ and C, magnesium, zinc, calcium and fibre.

In general, most surveys show that many Canadians of all ages are eating too much food that is high in fat, sugar, and salt.

- Discuss what makes an effective advertisement or public service campaign. Give students in groups an advertisement or public service announcement that is designed to encourage people to eat well. Have students discuss and then report back to the class on whether they think this is an effective advertisement and why.
- Explain and discuss typical approaches used in advertisements, public service announcements, and infomercials:
 - Jump on the bandwagon: everyone's doing it, so should you
 - Testimonial: using a famous person or an authority figure (e.g., doctor, nurse)
 - Image appeal: associating the product with people, places, activities

- Persuasion: using statistics, facts and figures, medical data to make people choose the product
- Using humour with a subtle nutrition message: such as the BC Dairy Foundation campaign that tells the story of a caveman who is NOT a survivor. In each story, an unfortunate caveman meets his demise when he makes a poor food or beverage choice. These animated spots depict how nutrition choices can affect people's overall health and remind viewers to choose milk.
- Outline the project. Students should
 - Create their own version of an advertising campaign or public service ad for a particular food or nutrient.
 - Choose a target audience (children, adults, seniors, young women, young men, etc.) and the approach that students think will be most effective.
 - Present their posters and give a rationale for the food/nutrient and the way it was presented.

REFERENCES

Food for Life, Second Edition, pages 90–125

Eating Well with Canada's Food Guide

www.hc-sc.gc.ca/fn-an/food-guide-aliment/choose-choix/milk-lait/index_e.html

For more information on the B.C. Nutrition Survey:

www.healthservices.gov.bc.ca/prevent/nutrition/index.html

For more information on the Alberta Nutrition survey: www.healthyalberta.com/584.htm For background information on health status check the News link and report cards on health and research at: www.heartandstroke.ca

Got Milk Web site, an example of an effective ad campaign: www.gotmilk.com Background information on the BC drink milk campaign, which has won awards: www.bcdairyfoundation.ca/newsletters_media/media/advertisingcampaign.htm

BACKGROUND INFORMATION

With the rising concern about obesity, type 2 diabetes, cardiovascular disease, and cancer, many health agencies, governments, commodity groups, and food companies are now producing nutrition/food advertisements, infomercials, and public service announcements to encourage healthy eating. Act Now in British Columbia has run ads in most major newspapers to encourage consumption of more fruits and vegetables. Dairy groups have a history of producing effective advertising campaigns, such as Got Milk? Wear a Moustache! and Beautiful Milk.

ASSESSMENT AND EVALUATION

- T-2-E: Scoring Rubric for Projects
- Distribute T-2-H: Peer Assessment Form for Student Presentations

EXTENSION OR OPTIONAL ACTIVITIES

- Students could create bookmarks with food group information for distribution through the public library.
- Students could create video infomercials instead of or in addition to a print ad. Students could view the current milk ads at www.drinkmilk.ca/?flash as a motivator.

ANSWERS

NOTE: No single correct answer should be expected when assessing students' responses to questions in the **Literacy in Your Life** and **Thinking Critically** activities. Though you may expect a wide range of responses, look for evidence that students are engaging in critical thinking and using criteria to make their judgments.

END OF CHAPTER ACTIVITIES:

1. When was the first food guide introduced in Canada? *Answer: 1942.* What was it called? Why was it introduced? *Answer: It was introduced to help people eat healthy while living on rations.* How has the purpose changed? *Answer: It is now intended to help Canadians to live a healthy lifestyle including food and exercise.* How has it remained constant? *Answer: Healthy eating remains the goal.*
2. What is a DRI and why is it important? *Answer: Dietary Reference Intakes, based on research, the amount of each nutrient and calories needed for good health and prevention of chronic disease, while avoiding consuming too much of any one nutrient.*
3. Why is eating a variety of foods important? *Answer: Helps to ensure that you get all of the nutrients that your body needs for health.*
4. Why do you need fats and oils in your diet? Why should Canadians pay attention to the amount and type of fats they consume? *Answer: Our bodies need a certain amount of oils and fats in order to help them absorb fat soluble Vitamins A, D, E and K. Oils and fats provide our bodies with calories and essential fats. We need to pay attention to the types of fat consumed as well as the total amount of fat. We should try to keep the amount of saturated fat in our diet lower. We should try to consume more unsaturated fats in our diet in order to improve our health.*
5. What are nutrient-dense foods? From each of the food groups, give an example of a food that is nutrient-dense and one that is not. *Answer: There should be a wide range of answers, See chart on p. 96.*
6. Plan a menu for a day that would provide the nutrient needs of your family according to *Eating Well with Canada's Food Guide.* *Answer: Menus will be unique for each student. Be sure all food groups are included.*