

# Portion Size Activities

## for

### *The Alberta Nutrition Guidelines for Children & Youth*

## Portion Size Kit

**6 STEPS to a healthier YOU**

- 1 Set Goals**  
Make plans to eat better, move more!
- 2 Find Balance**  
Plan for meals and activity every day.
- 3 Watch Portion Sizes**  
How much you eat is as important as what you eat.
- 4 Eat More vegetables & Fruit**  
Enjoy them at every meal and snack.
- 5 Choose Whole Grains**  
Fibre makes you feel full, helps control blood cholesterol and blood sugar, and lowers risk of disease.
- 6 Prepare and Choose Healthy Foods**
  - Read labels, choose foods higher in fibre, and lower in fat, sugar and salt.
  - Use lower fat cooking and healthier baking methods.

Alberta Health Services [www.albertahealthservices.ca](http://www.albertahealthservices.ca)  
 WALK MOVE PLAY HEALTHY EATING

DEVELOPED BY  
REGISTERED  
DIETITIANS





## Acknowledgement

The development of this resource is made possible through the assistance of Health Promotion Coordinators as part of the Healthy Weights Initiative funded by Alberta Health and Wellness.

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## Classroom Resources

The following resources are used in the Portion Size activities and are available on-line in PDF format or can be ordered free of charge.

### **Eating Well with Canada’s Food Guide**

(Allow 2 weeks delivery if ordering free copies)

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>

### **Food Serving Sizes for Children 6 to 12 years old**

<http://www.healthyalberta.ca/AboutHealthyU/280.htm>

### **Food Serving Sizes For 13 to 18 year olds**

<http://www.healthyalberta.ca/AboutHealthyU/280.htm>



## Portion Size Activities for the Alberta Nutrition Guidelines Portion Size Kit

A healthy food choice includes not only the type of food, but also the portion size and how it is prepared. Alberta Health and Wellness has created several tools to help organizations and individuals identify healthy food options.

The Alberta Nutrition Guidelines for Children and Youth (2010) are designed to help Albertans create environments which provide healthy food choices and promote healthy eating habits wherever food is offered to children. To view the complete Guidelines and download your copy, visit: [www.healthyalberta.ca](http://www.healthyalberta.ca)

The Alberta Nutrition Guidelines Portion Size Kit (2009) is a tool designed to help teach about healthy portion sizes. The blue lunch bag contains common items that are easily recognized by children. Each item represents one Canada's Food Guide Serving of certain kinds of foods. The educational activities described in this booklet are designed to accompany the Portion Size Kit.

### Why is portion size important?


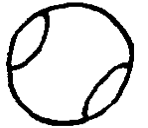

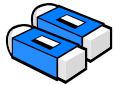

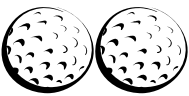
Portion sizes of food purchased outside the home, such as restaurant and convenience foods, have increased over the past twenty years.<sup>1,2</sup> Many of these foods are high in fat, sugar and/or salt. As a result, children may be consuming larger portions of unhealthy foods. According to Statistics Canada, Canadian children are not meeting the recommended servings for healthy food choices from Canada's Food Guide.<sup>3</sup> Research shows:

- 70% of children aged 4 to 8 years are eating less than the recommended servings of Vegetables and Fruit per day.<sup>3</sup>
- 61% of boys and 83% of girls aged 10 to 16 years do not meet their daily minimum requirements of 3 servings of Milk and Alternatives per day.<sup>3</sup>
- 22% of children's calories are from food and beverages that are high in fat, sugar and salt.<sup>3</sup>

Larger portion sizes and unhealthy food choices contribute to the rising rates of childhood obesity and overweight.<sup>4</sup> Furthermore, poor eating habits may also be carried into adulthood and increase the risk of chronic diseases, such as diabetes, heart disease and certain types of cancer.<sup>5</sup> It is important that children eat healthy food, and choose portions that are appropriate for their age and activity level. **How much** individuals eat is as important as **what** they eat.

## What's in the Alberta Nutrition Guidelines Portion Size Kit?

The Alberta Nutrition Guidelines Portion Size Kit contains common items that are easily recognized by children. The following table shows the items found in the Kit, the quantities and the Food Guide Servings that each item represents.

Serving Size Item	Quantity Represented	Food Represented	One Food Guide Serving
 Baseball	250 mL (1 cup)	Salad	Vegetables and Fruit
		Cold cereal	Grain Products
		Milk	Milk and Alternatives
 Tennis ball	175 mL (¾ cup)	Hot cereal	Grain Products
		Yogurt	Milk and Alternatives
		Beans, lentils or tofu	Meat and Alternatives
 Hockey puck	125 mL (½ cup)	Fresh, frozen or canned vegetables and fruit	Vegetables & Fruit
	125 mL (½ cup)	Rice, pasta, bulgur, quinoa, couscous, ½ large bagel	Grain Products
	75 g (2 ½ oz)	Fish, shellfish, poultry, lean meat	Meat and Alternatives
 2 White Erasers	50 g (1 ½ oz)	Cheese	Milk and Alternatives
 Golf Ball	30 mL (2 Tbsp)	Peanut or nut butter	Meat and Alternatives
 2 Golf Balls	60 mL (¼ cup)	Dried fruit	Vegetables and Fruit
		Nuts and seeds	Meat and Alternatives

The Kit also includes 40 Food Portion Cards. These cards have a picture of a food with the corresponding serving size item on one side, and the nutrition facts for that food on the other side. Healthy Plate Frisbees® are also part of the Kit. The Frisbee® shows an example of a well balanced meal; and the outside edge demonstrates a healthy plate size.

## Background Information: Healthy Portion Sizes

The following questions and answers can be used to teach students about the importance of portion sizes for a healthy diet.

### What is the difference between a portion size and a serving size?

Generally, a "portion" is defined as the amount of food a person eats at any one time. A "serving" is the standard amount shown on Canada's Food Guide.

For example, one **serving** of pasta is 125 mL ( $\frac{1}{2}$  cup) or a "hockey puck", according to Canada's Food Guide. In comparison, a typical **portion** of pasta served in restaurants is three cups (750 mL), which is equal to six servings from Canada's Food Guide.

### What is healthy eating?

Healthy eating means eating a variety of foods from all four food groups on Canada's Food Guide everyday. A balanced meal includes food from at least 3 of the 4 food groups. A healthy snack has at least 2 food groups. To ensure you are eating a balanced meal, try using the Healthy Plate method below.

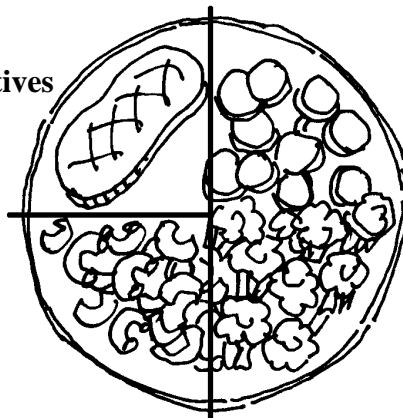
### How do I build a Healthy Plate?

Imagine your plate divided into three sections like the picture below. At least half ( $\frac{1}{2}$ ) of your plate should be Vegetables and Fruit. The other half of your plate can be split into two quarters. One quarter ( $\frac{1}{4}$ ) is for Grain Products and one quarter ( $\frac{1}{4}$ ) for Meat and Alternatives. Complete the meal with a choice from milk and alternatives, for example, 1 cup (250 mL) of milk.

Choose a medium sized plate (about the size of a Frisbee®) to help you keep your portions healthy. If you have a large plate, fill only the middle of the plate. Don't fill a larger plate right to the edge with food.

Meat and Alternatives  
 $\frac{1}{4}$  of the plate

Grain Products  
 $\frac{1}{4}$  of the plate



Vegetables and Fruit  
 $\frac{1}{2}$  of the plate



## Learning Outcomes for Portion Size Activities

The classroom activities in this booklet are linked to Alberta Education Health & Life Skills and Career and Technology Studies: Foods outcomes. Please see table below for activities related to each learning outcome.

Alberta Education Learning Outcomes	Portion Size Activity	Page Number
<b>W-K.5:</b> Recognize that nutritious foods are needed for growth and to feel good/have energy; e.g. nutritious snacks.	Building A Healthy Plate Placemat	Page 11
<b>W-1.5</b> Recognize the importance of basic, healthy, nutritional choices to well-being of self; e.g., variety of food, drinking water, eating a nutritious breakfast.	Building A Healthy Plate Placemat	Page 11
<b>W-2.5</b> Classify foods according to <i>Eating Well with Canada's Food Guide</i> , and apply knowledge of food groups to plan for appropriate snacks and meals.	What is a healthy food choice?	Page 7
	Building A Healthy Plate Placemat	Page 11
<b>W-3.5</b> Apply guidelines from <i>Eating Well with Canada's Food Guide</i> to individual nutritional circumstances; e.g., active children eat/drink more.	What is a healthy food choice?	Page 7
	Building A Healthy Plate Placemat	Page 11
<b>W-4.5</b> Analyze the need for variety and moderation in a balanced diet; e.g., role of protein, fats, carbohydrates, minerals, water, vitamins.	What is a healthy food choice?	Page 7
	What is a healthy serving size?	Page 9
	Building an International Plate	Page 14
<b>W-5.5</b> Examine ways in which healthy eating can accommodate a broad range of eating behaviours; e.g., individual preferences, vegetarianism, cultural food patterns, allergies/medical conditions, diabetes.	What is a healthy food choice?	Page 7
	What is a healthy serving size?	Page 9
	Building an International Plate	Page 14
<b>W-6.5</b> Analyze personal eating behaviours – food and fluids – in a variety of settings; e.g., home, school, restaurants.	What is a healthy food choice?	Page 7
	What is a healthy serving size?	Page 9
	Building an International Plate	Page 14
	Building a Healthy Fast Food Plate	Page 17





## Learning Outcomes for Portion Size Activities (continued)

Alberta Education Learning Outcomes	Portion Size Activity	Page Number
<b>W-7.5</b> Relate the factors that influence individual food choices to nutritional needs of adolescents; e.g., finances, media, peer pressure, hunger, body image, activity.	What is a healthy food choice?	Page 7
	What is a healthy serving size?	Page 9
	Building a Healthy Fast Food Plate	Page 17
<b>W-8.5</b> Evaluate personal food choices, and identify strategies to maintain optimal nutrition when eating away from home; e.g., eating healthy fast foods.	What is a healthy food choice?	Page 7
	What is a healthy serving size?	Page 9
	Building a Healthy Fast Food Plate	Page 17
<b>W-9.5</b> Develop strategies that promote healthy nutritional choices for self and others; e.g., adopt goals that reflect healthy eating, encourage the placement of nutritious food in vending machines.	What is a healthy food choice?	Page 7
	What is a healthy serving size?	Page 9
	Building a Healthy Fast Food Plate	Page 17
<b>CTS- Foods – Module FOD1010</b> Food & Nutrition Basics Describe food choices in relation to <i>Eating Well with Canada's Food Guide</i>	What is a healthy food choice?	Page 7
	What is a healthy serving size?	Page 9
	Building a Healthy Menu Plan	Page 20
<b>CTS- Foods – Module FOD 2010</b> Food & Nutrition Basics - identify and describe the interrelationships among food choices, nutrients and wellness		
<b>CTS- Foods – Module FOD 3010</b> Food & Nutrition Basics describe the role food plays in the development, enhancement and maintenance of physical, emotional and social wellness throughout the life cycle.		



## Activity: What is a healthy food choice? (All ages)

### Objectives:

- Students will be able to assign foods to correct food groups in Canada’s Food Guide.
- Students will gain a better understanding of healthy food choices from Canada’s Food Guide.

### Key Messages

- Canada’s Food Guide divides healthy food choices into four groups: Vegetables and Fruit, Grain Products, Milk and Alternatives and Meat and Alternatives. Each food group provides nutrients that are required for a healthy body. Healthy eating includes foods from all four food groups everyday.
- Some foods are not found in Canada’s Food Guide. These foods are high in calories, fat, sugar, and/or salt, and should be limited for everyone. Examples of these foods are pop, candy, chocolate, cookies, french fries, and salty snacks.

**Required Items:** (see page 3 to order or download resources)

- Eating Well with Canada’s Food Guide (enough copies for each student)
- Food Portion Cards (found in Alberta Nutrition Guidelines Portion Size Kit)

### Instructions:

1. Lead a discussion on Canada’s Food Guide using the questions and answers outlined below. Ensure the students have time to share their answers.

Questions and Answers	
<b>Question</b>	Who can name one of the four food groups from Canada’s Food Guide? Repeat this question until the class has provided an answer for all the four food groups.
<b>Answer</b>	<ul style="list-style-type: none"> <li>• Vegetables and Fruit</li> <li>• Grain Products</li> <li>• Milk and Alternatives</li> <li>• Meat and Alternatives</li> </ul>
<b>Optional</b>	<ul style="list-style-type: none"> <li>• Hold up a variety of the Food Picture Cards found in the Kit and ask students to identify which food group the food item belongs in.</li> <li>• Food groups are labeled on the back of the picture card, i.e. Peanut butter card belongs to the Meat and Alternatives food group.</li> </ul>

## Activity: What is a healthy food choice? (continued)

- Provide each student with a copy of Canada’s Food Guide and continue with the following discussion questions.

Questions and Answers	
<b>Question</b>	Why is it important to eat Vegetables and Fruit?
<b>Answer</b>	<ul style="list-style-type: none"> <li>Vegetables and Fruit give our body energy to be active.</li> <li>Vegetables and Fruit have many important vitamins and minerals (as reference: folate, vitamin B<sub>6</sub>, vitamin C, vitamin A, magnesium and potassium).<sup>6</sup></li> <li>Vegetables and Fruit have fibre. Fibre is important for keeping our bowels functioning properly and our digestive tract healthy. Fibre also makes us feel full so we may not overeat, which helps us maintain a healthy weight.<sup>7,8</sup></li> <li>Eating plenty of Vegetables and Fruit may help reduce the risk of heart disease, stroke and some types of cancer.<sup>6,8</sup></li> </ul>
<b>Question</b>	Why is it important to eat Grain Products?
<b>Answer</b>	<ul style="list-style-type: none"> <li>Grain Products are the body’s favourite source of energy for activity.</li> <li>Whole grains provide vitamins, minerals and fibre.<sup>6</sup></li> <li>Eating plenty of whole grains can help reduce your risk of heart disease.<sup>6</sup></li> </ul>
<b>Question</b>	Why is it important to have Milk and Alternatives?
<b>Answer</b>	<ul style="list-style-type: none"> <li>Milk and Alternatives have calcium and vitamin D, which help to keep our bones and teeth healthy and strong.<sup>6</sup></li> </ul>
<b>Question</b>	Why is it important to eat Meat or Alternatives?
<b>Answer</b>	<ul style="list-style-type: none"> <li>Meat and Alternatives, such as beans, tofu, and lentils, are high in protein which is important for strong muscles.</li> <li>Protein is also needed for growth.</li> </ul>

**Emphasize that healthy eating includes choosing foods from all the four food groups. This ensures that you are getting all the nutrients your body needs and contributes to overall health.**

For more background information on Canada’s Food Guide and specific nutrients, see “Eating Well with Canada’s Food Guide: A Resource for Educators and Communicators”. Available online at: <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>

## Activity: What is a healthy serving size? (All ages)

### Objective:

- Students will be able to identify how many Food Guide Servings they need in a day.
- Students will be able to identify the appropriate serving size model according to one Food Guide Serving.

### Key Messages:

- Canada’s Food Guide provides a range of servings for each food group according to age and gender. This ensures that people meet their requirements for vitamins, minerals, energy and nutrients.
- Different people need different numbers of servings from each food group every day. The number of servings a person needs will depend on body size, activity level, age, growth pattern and gender.
- How much people eat is as important as what they eat.

### Required Items: (see page 3 to order or download resources)

- Alberta Nutrition Guidelines Portion Size Kit
- Eating Well with Canada’s Food Guide (enough copies for each student)
- Alberta Health and Wellness: Food Guide Serving Size handout (6 to 12 or 13 to 18 years)

### Instructions:

1. Lead a discussion on Canada’s Food Guide using the questions and answers outlined below. Ensure the students have time to share their answers.

Questions and Answers	
<b>Question</b>	How many servings do you need from each of the four food groups everyday? (Have the students find their age category on the chart titled “Recommended Number of Food Guide Servings Per Day” on Canada’s Food Guide.)
<b>Answer</b>	The answer will vary depending on the age group of the class. For example, if most of the students in the class are age 12, then they would need: <ul style="list-style-type: none"> <li>• 6 servings of Vegetables and Fruit</li> <li>• 6 servings of Grain Products</li> <li>• 3 to 4 servings of Milk and Alternatives</li> <li>• 1 to 2 servings of Meat and Alternatives in a day.</li> </ul>

## Activity: What is a healthy serving size? (continued)

Questions and Answers	
<b>Question</b>	What is one Food Guide Serving of Vegetables and Fruit? (Have the students refer to the “What is One Food Guide Serving” picture examples on Canada’s Food Guide.)
<b>Answer</b>	Hold up corresponding serving size model <ul style="list-style-type: none"> <li>• Fresh, frozen or canned vegetables and fruit = ½ cup (125 mL) = 1 hockey puck</li> <li>• Leafy vegetables = 1 cup (250 mL) = 1 baseball</li> </ul>
<b>Question</b>	What is one Food Guide Serving of Grain Products? (Have the students refer to the “What is One Food Guide Serving” picture examples on Canada’s Food Guide.)
<b>Answer</b>	Hold up corresponding serving size model <ul style="list-style-type: none"> <li>• ½ bagel = 45 g = 1 hockey puck</li> <li>• Cooked rice, pasta, bulgur, quinoa, couscous = ½ cup (125 mL) = 1 hockey puck</li> <li>• Cold cereal = ~ 1 cup (30 g) = 1 baseball</li> <li>• Hot cereal = ¾ cup (175 mL) = 1 tennis ball</li> </ul>
<b>Question</b>	What is one Food Guide Serving of Milk and Alternatives? (Have the students refer to the “What is One Food Guide Serving” picture examples on Canada’s Food Guide.)
<b>Answer</b>	Hold up corresponding serving size model <ul style="list-style-type: none"> <li>• Milk or soy beverage = 1 cup (250 mL) = 1 baseball</li> <li>• Yogurt = ¾ cup (175 mL) = 1 tennis ball</li> <li>• Cheese = 1 ½ oz (50 g) = 2 erasers</li> </ul>
<b>Question</b>	What is one Food Guide Serving of Meat and Alternatives? (Have the students refer to the “What is One Food Guide Serving” picture examples on Canada’s Food Guide.)
<b>Answer</b>	Hold up corresponding serving size model <ul style="list-style-type: none"> <li>• Cooked fish, poultry, lean meats = 75 g (2 ½ oz) = 1 hockey puck</li> <li>• Cooked legumes = ¾ cup (175 mL) = 1 tennis ball</li> <li>• Peanut or nut butters = 2 Tbsp (30 mL) = 1 golf ball</li> </ul>

**Emphasize that healthy eating includes foods from all the four food groups, as well as choosing appropriate portion sizes. This ensures that you are getting all the nutrients your body needs and contributes to overall health.**

For more background information on Canada’s Food Guide and specific nutrients, see “Eating Well with Canada’s Food Guide: A Resource for Educators and Communicators”. Available online at: <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>

## Activity: Building a Healthy Plate Placemat

(Kindergarten to Grade 3)

### Objectives:

- Students are able to choose foods from Canada’s Food Guide to create a healthy meal.

### Key Messages:

- Healthy eating means eating a variety of foods from all the four food groups everyday.
- The **Healthy Plate** method is a great way to ensure a well balanced meal. A healthy plate includes: at least half ( $\frac{1}{2}$ ) of the plate filled with Vegetables and Fruit. The other half of the plate is divided into two quarters. One quarter ( $\frac{1}{4}$ ) for Grain Products, and one quarter ( $\frac{1}{4}$ ) for Meat and Alternatives. Complete the meal with a choice from Milk and Alternatives, such as a glass of milk or a serving of yogurt.
- A healthy breakfast includes food from at least three of the four food groups.
- A healthy lunch or supper includes foods from all four food groups.

### Required Items: (see page 3 to order or download resources)

- Eating Well with Canada’s Food Guide (one copy for each student)
- Food Portion Cards (found in Alberta Nutrition Guidelines Portion Size Kit)
- Healthy Plate Frisbee® (found in Alberta Nutrition Guidelines Portion Size Kit)
- Alberta Health and Wellness: Food Guide Serving Size handout (6 to 12 years)
- “My Healthy Plate” picture worksheet found on page 13 (one copy for each student)
- Magazines

### Instructions:

1. Remove “Mixed Dishes” Picture Cards from Food Portion Cards set, and shuffle remaining cards. (Food groups are labeled on the back of the picture card.)
2. As a class, look at each Food Portion Card and determine which Food Group the food item on the card belongs in. This will reinforce which foods belong to the four food groups. The answer can be found on the back of the card.
3. Explain to the students what a healthy plate looks like using the Frisbee®. Refer to Background Information: How Do I Build a Healthy Plate? on page 6.
4. Provide one “My Healthy Plate” worksheet to each student.





## Activity: Building a Healthy Plate Placemat (continued)

5. Assign each student either lunch or supper.
6. Have the students find pictures of food from magazines that they might eat at the meal they are assigned. (*Option: have students draw and colour foods they would like for their meal.*)
7. Using the “My Healthy Plate” worksheet, encourage the students to fill  $\frac{1}{2}$  the plate with Vegetables and Fruit,  $\frac{1}{4}$  with Grain Products and  $\frac{1}{4}$  with Meat and Alternatives. Complete the meal with a choice from Milk and Alternatives, such as a glass of milk or a serving of yogurt.
8. Have the students paste their food pictures onto their plate.
9. You may wish to paste their completed “My Healthy Plate” onto construction paper and laminate them for placemats.

Optional for older students:

When the students are finished, ask:

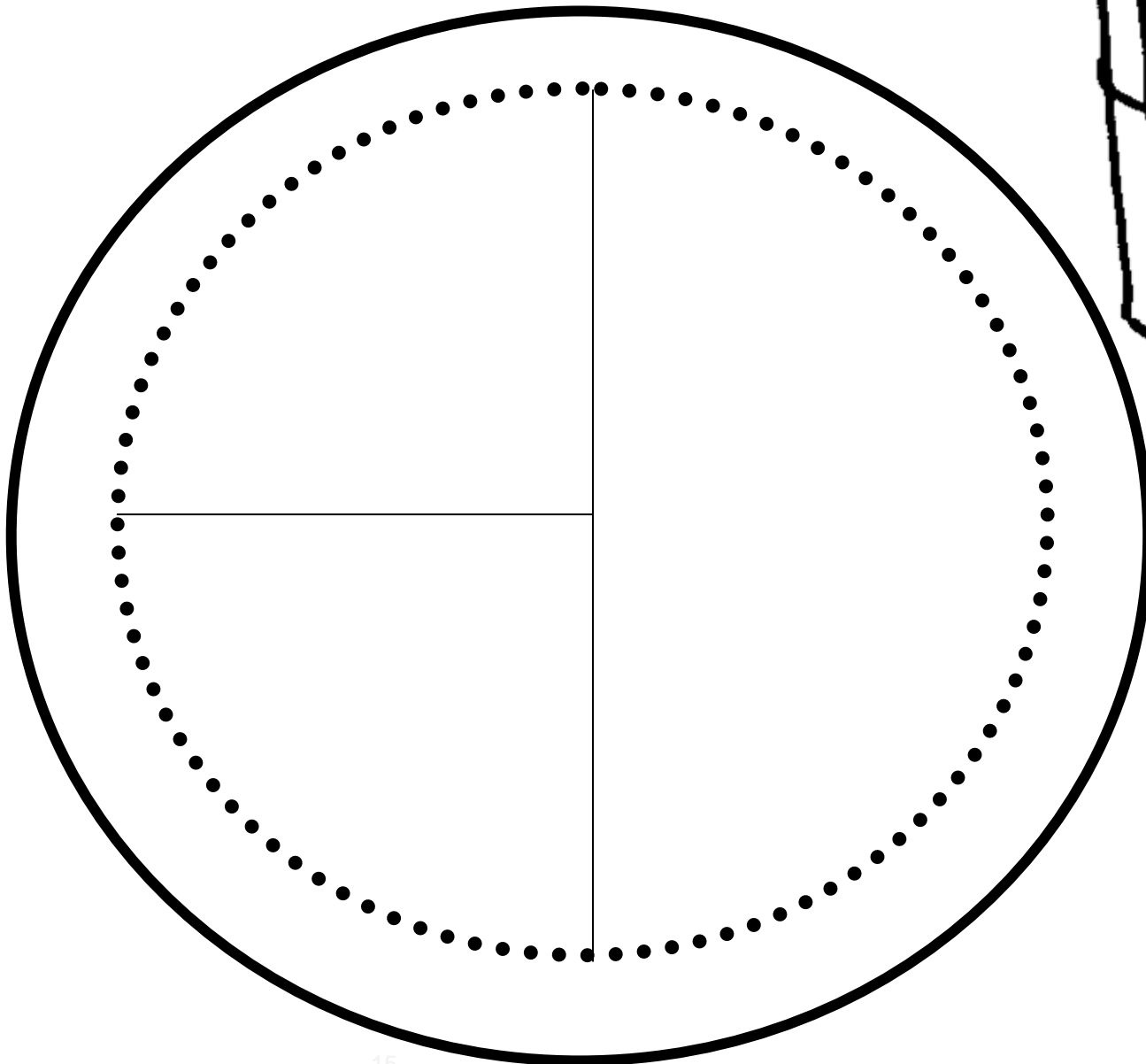
- What food groups are represented on their “My Healthy Plate”?
- What serving size model (e.g. hockey puck), would correspond to the food item they chose? For example:  $\frac{1}{4}$  plate of Grain Products choice could be pasta, which is represented by a hockey puck = 1 serving ( $\frac{1}{2}$  cup). This is an appropriate serving size for this age group.
- Do the portions in their pictures correspond to the serving size model(s) for that food? For example, one Food Guide Serving of cheese 50 g (1  $\frac{1}{2}$  oz) corresponds to 2 white erasers.



Name: \_\_\_\_\_

# My Healthy Plate

Meal: \_\_\_\_\_



-13-



## Activity: Building an International Healthy Plate

(Grade 4 to 6)

### Objectives:

- Students are able to choose foods from Canada’s Food Guide to create an international healthy meal. (Please note, this activity may take more than one class period to complete.)

### Key Messages:

- Healthy eating means eating a variety of foods from all the four food groups everyday.
- Healthy eating includes a range of eating behaviors, including various cultural eating patterns.
- The **Healthy Plate** method is a great way to ensure a well balanced meal. A healthy plate includes: at least half ( $\frac{1}{2}$ ) of the plate filled with Vegetables and Fruit. The other half of the plate is divided into two quarters. One quarter ( $\frac{1}{4}$ ) for Grain Products, and one quarter ( $\frac{1}{4}$ ) for Meat and Alternatives. Complete the meal with a choice from Milk and Alternatives, such as a glass of milk or a serving of yogurt.
- How much people eat is as important as what they eat.
- A healthy breakfast includes food from at least three of the four food groups.
- A healthy lunch or supper includes foods from all four food groups.

**Required Items:** (see page 3 for ordering or downloading resources)

- Eating Well with Canada’s Food Guide (one copy for each student)
- Food Portion Cards (found in Alberta Nutrition Guidelines Portion Size Kit)
- Healthy Plate Frisbees® (found in Alberta Nutrition Guidelines Portion Size Kit; provide one Frisbee® per 2 to 3 students)
- Alberta Health and Wellness: Food Guide Serving Size handout (6 to 12 years)
- “Building an International Healthy Plate” worksheet found on page 16 (one copy for each group)

### Instructions:

1. As a class, go through each Food Portion Card and determine which Food Group the food item on the card belongs in. Note: Mixed Dishes Food Portion Cards will contain more than one Food Group.
2. Explain to the students what a healthy plate looks like. Refer to Background Information: A Healthy Plate on page 6. You may also wish to use the example provided on the back page of Eating Well with Canada’s Food Guide: “How do I count Food Guide Servings in a meal?”
3. Divide the class into groups of two or three students.



## Activity: Building an International Healthy Plate

(continued)

4. Provide each group with the “Building an International Healthy Plate” worksheet and the Healthy Plate Frisbee®.
5. Assign each group a country (e.g. India, Somalia, Philippines).
6. Ask the students to research what would be a typical lunch and supper for their country.
7. Following the **Healthy Plate** method, have each group fill in the worksheet.

### Additional Learning Opportunities:

- Ask students to identify which serving size model (i.e. hockey puck), would correspond to the food item they chose. For example: A Food Guide serving size of Couscous, which is a primary staple throughout much of Morocco, Algeria, Tunisia and Libya, is represented by a hockey puck = ½ cup.
- Ask each group to do a short presentation on their country and the foods they chose.
- Use the Eating Well with Canada’s Food Guide: First Nations, Inuit & Métis for an alternate activity.

Note: The Health Canada website also has an interactive tool, *My Food Guide*, which lists a variety of cultural foods. For more information, see <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Building an International Healthy Plate

Country: \_\_\_\_\_

## Lunch:

Vegetables and Fruit: \_\_\_\_\_

Grain Products: \_\_\_\_\_

Milk and Alternatives: \_\_\_\_\_

Meat and Alternatives: \_\_\_\_\_

## Supper:

Vegetables and Fruit: \_\_\_\_\_

Grain Products: \_\_\_\_\_

Milk and Alternatives: \_\_\_\_\_

Meat and Alternatives: \_\_\_\_\_

**Remember, a healthy meal includes foods from all 4 food groups.**

## Activity: Building a Healthy Fast Food Plate

(Grade 7 to 9)

### Objectives:

- Students are able to choose foods from Canada’s Food Guide to create a healthy fast food meal. (Please note, this activity may take more than one class period to complete.)

### Key Messages:

- Portion sizes of food purchased outside the home, such as restaurant and convenience foods, have increased over the past twenty years.<sup>1,2</sup> Many of these foods are high in fat, sugar and/or salt. As a result, children may be consuming larger portions of unhealthy foods.
- The **Healthy Plate** method is a great way to ensure a well balanced meal. A healthy plate includes: at least half ( $\frac{1}{2}$ ) of the plate filled with Vegetables and Fruit. The other half of the plate is divided into two quarters. One quarter ( $\frac{1}{4}$ ) for Grain Products, and one quarter ( $\frac{1}{4}$ ) for Meat and Alternatives. Complete the meal with a choice from milk and alternatives, such as a glass of milk or a serving of yogurt.
- How much people eat is as important as what they eat.
- A healthy breakfast includes food from at least three of the four food groups.
- A healthy lunch or supper includes foods from all four food groups.

**Required Items:** (see page 3 to order or download resources)

- Eating Well with Canada’s Food Guide (one copy for each student)
- Alberta Health and Wellness: Food Guide Serving Size handout (13-18 years)
- Healthy Plate Frisbees® (found in Alberta Nutrition Guidelines Portion Size Kit)
- “Building a Healthy Fast Food Plate” worksheet found on page 19 (one copy for each group)

### Instructions:

1. Review Canada’s Food Guide (See first two activities on pages 7 and 9).
2. Divide the class into groups of two or three students.
3. Provide each group a “Building a Healthy Fast Food Plate” worksheet and the Healthy Plate Frisbee®.
4. Assign each group a fast food restaurant. (See website examples on the following page.)
5. Have the students research a healthy option for a lunch and supper using the menus from the restaurants.

## Activity: Building a Healthy Fast Food Plate

(continued)

6. Following the Healthy Plate method, each group will fill in the “Building a Healthy Fast Food” worksheet. (Students may refer to the Healthy Plate Frisbee® for this activity.)
7. Ask students to identify which serving size model (e.g. hockey puck), would correspond to the food item they chose. For example: A Food Guide serving size of a hamburger patty, is represented by a hockey puck = 75 g (2 ½ oz). How many Food Guide Servings are in a typical restaurant portion?

### Additional Learning Opportunities:

- Ask the students to compare the portions served in the assigned restaurant to the portion items in the Kit. Is it difficult to create a Healthy Plate from the portions served in the restaurant?
- Ask each group to do a short presentation on their restaurants and the foods they chose.

### Restaurants websites:

A & W®: <http://www.aw.ca/publicinfo.nsf/nutrition-nutrients>

McDonald's®: <http://www.mcdonalds.ca/en/index.aspx> (nutrition calculator)

Taco Time®: <http://www.tacotimecanada.com/pdf/2010-12347%20Nutritional%20v2.pdf>

Boston Pizza®: [http://www.bostonpizza.com/files/pdfmenu/bp/E1\\_menu.pdf](http://www.bostonpizza.com/files/pdfmenu/bp/E1_menu.pdf)

Swiss Chalet®: [http://www.swisschalet.com/our\\_menu.php](http://www.swisschalet.com/our_menu.php)

Dairy Queen®: <http://www.dairyqueen.com/us-en/eats-and-treats/>

Subway®: <http://www.subway.ca>

Edo Japan®: <http://www.edojapan.com>

Tim Hortons®: <http://www.timhortons.com>

Please note this is just a small sample of common fast food restaurants, use as appropriate.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Building a Healthy Fast Food Plate

**Restaurant:** \_\_\_\_\_

## Lunch:

**Vegetables and Fruit:** \_\_\_\_\_

**Grain Products:** \_\_\_\_\_

**Milk and Alternatives:** \_\_\_\_\_

**Meat and Alternatives:** \_\_\_\_\_

## Supper:

**Vegetables and Fruit:** \_\_\_\_\_

**Grain Products:** \_\_\_\_\_

**Milk and Alternatives:** \_\_\_\_\_

**Meat and Alternatives:** \_\_\_\_\_

**Remember, a healthy meal includes foods from all 4 food groups.**





## Activity: Building a Healthy Menu Plan (Grade 10 to 12)

### Objectives:

- Students are able to choose foods from Canada's Food Guide to create a healthy meal for a variety of age groups and their nutrition requirements. (Please note, this activity may take more than one class period to complete.)

### Key Messages:

- Different people need different number of servings from each food group every day. The number of servings a person needs will depend on body size, activity level, age, growth pattern and gender.
- It is important for people to have foods from all four food groups in order to meet their nutritional requirements.
- The **Healthy Plate** method is a great way to ensure a well balanced meal. A healthy plate includes: at least half ( $\frac{1}{2}$ ) of the plate filled with Vegetables and Fruit. The other half of the plate is divided into two quarters. One quarter ( $\frac{1}{4}$ ) for Grain Products, and one quarter ( $\frac{1}{4}$ ) for Meat and Alternatives. Complete the meal with a choice from Milk and Alternatives, such as a glass of milk or a serving of yogurt.
- How much people eat is as important as what they eat.
- A healthy breakfast includes food from at least three of the four food groups.
- A healthy lunch or supper includes foods from all four food groups.

### Required Items: (see page 3 to order or download resources)

- Eating Well with Canada's Food Guide (one copy for each student)
- Alberta Health and Wellness: Food Guide Serving Size handout (13-18 years)
- Healthy Plate Frisbee® (found in Alberta Nutrition Guidelines Portion Size Kit)

### Instructions:

1. Divide the class into groups of two or three students.
2. Assign each group a scenario of a person with unique food preferences or requirements See options below or create your own.
  - 45 year old male with Celiac disease (gluten free diet). A suggested website for more information: <http://www.celiac.ca/EnglishCCA/egfdiet.html>
  - 2 year old female with Cow's Milk allergy. A suggested website for more information: <http://www.inspection.gc.ca/english/fssa/labeti/allerg/milklaite.shtml>
  - 18 year old male Vegetarian.
  - 21 year old female Vegan.

## Activity: Building a Healthy Menu Plan (continued)

- Have each group create a menu plan for one day; including 3 meals and 2 snacks. (Note: healthy meals contain foods from at least three of the four food groups from Canada's Food Guide and snacks contain at least two food groups. Students may refer to the Healthy Plate Frisbee as an example of a healthy meal.)
- The menu plan must meet the recommended servings based on age and gender according to Canada's Food Guide.

### Additional Questions:

- Does your menu take into consideration a Healthy Plate for each meal? If not, discuss why and come up with ideas to improve your menu(s).

### Additional Learning Opportunities:

- Ask students to record what they eat over the next 3 days. Based on the Healthy Plate and Canada's Food Guide recommendations, ask students to analyze their intake. Are any food groups missing? Do their meals follow the Healthy Plate model? How can they meet Canada's Food Guide recommendations?

Example for a 6 year old boy:

Meal	Vegetables and Fruit	Grain Products	Milk and Alternatives	Meat and Alternatives
<b>Breakfast</b>	Strawberries (¼ cup)	Oatmeal (½ cup)	Milk (¼ cup)	
<b>Snack</b>	Apple Sauce (½ cup)		Yogurt (½ cup)	
<b>Lunch</b>	Cherry Tomatoes (¼ cup) Watermelon (½ cup)	Whole Wheat Bread (2 slices)	Cheese (25 g)	Ham slices (37 ½ g)
<b>Snack</b>	Celery (½ cup) Raisins (¼ cup)			Peanut Butter (1 Tbsp)
<b>Supper</b>	Salad (½ cup)	Pasta (½ cup)	Milk (½ cup)	Meat Sauce (¼ cup)
<b>Total Servings</b>	5 ¼	4	3	1 ½
<b>Canada's Food Guide Recommendations</b>	5	4	2	1

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