



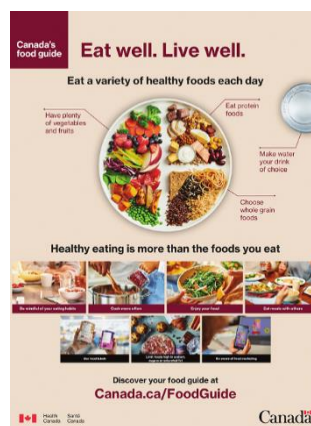
Connecting the 2019 Canada Food Guide to Local Agriculture

Students will research local agricultural producers and their products in the context of the 2019 Canada Food Guide Eat Well plate. They will apply their knowledge of the food groups to local products or to Indigenous plants and animals, and gain an understanding of what is available locally and how it fits into current healthy eating recommendations. They will share their 'plate' and what they have discovered with their classmates and teacher to consolidate their learning

Subject Levels/ Suggested Grade

Food Studies 8-10

Physical and Health Education 8-9



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Edited by Amy Stafford, Education Specialist 2019-2020

Grade and Subject	Curricular Competencies	Content Connections
Food Studies 8-10	Understanding context, defining, ideating, making and sharing of ideas	<ul style="list-style-type: none"> ● Local Food Systems: growing, harvesting, packaging, transporting, marketing, consumption, and disposal of food, and food-related items. ● First Peoples food use and how that use has changed over time.
Physical and Health Education 8	Develop strategies for promoting healthy eating choices in different settings	<ul style="list-style-type: none"> ● Sources of health information
Physical and Health Education 9	Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour	<ul style="list-style-type: none"> ● Sources of health information

Teacher Background

This activity is designed to familiarize students with the 2019 Canada's food guide and the new food messages it is built around. In addition, students will research local foods and food products and use it to create their own food guide plate snapshot. Lastly, students will share their snapshot within their learning community.

Teachers should pre-research their own local agricultural community to share website or contact information for students to be able to provide an accurate snapshot of their learning about the food guide within a reasonable amount of time. It would also be advisable for the teacher to create a sample of the worksheet, with one example of a local food product and the producer information both in the research table, and represented on the plate, to share with students.

Materials

- Computers, laptops, tablets or mobile devices for learners
- Internet connection or Wi-Fi access
- Projector to show examples and 2019 Canada's food guide
- Materials for creating the Local Food Guide Plate Snapshot
 - Pencil crayons, magazines, glue, scissors, etc.
- Student handouts:
 - Connecting the 2019 Canada's Food Guide to Local Agriculture
- 2019 Canada's food guide snapshot poster (optional)

Procedure

1. The teacher will have students think of and pair share their favourite foods.
2. The teacher will introduce (or re-introduce) the 2019 Canada's food guide website, with a focus on the food guide snapshot of the Eat Well Plate.
 - a) With their partners, students will identify the part of the plate their chosen favourite food is part of.
 - b) As a class, the teacher will guide discussion on foods that do not fit easily into any group, such as highly processed foods.
3. The teacher will have students brainstorm (in pairs or small groups) foods that are or may be locally grown (in BC and in their agricultural region), as well as foods they have grown themselves or harvested/hunted.
4. The teacher will introduce **Part 1** (the research activity) as well as **Part 2** (the plate-building activity) and demonstrate how to get to the BCAITC webpage and the Grow BC resource.
 - a) They will demonstrate how to fill in the table (one example) and then have students find products for each food group.
 - b) If time allows, encourage students to find a variety of foods for each group and to collect images or make sketches in the appropriate place on the plate in Part 2.
 - c) Emphasize the importance of collecting reference information so the site can be found again and information verified or checked if more information is needed. This may need to be modeled for students if they have not used this skill previously.
5. Students will present their plates and their learning, either individually in front of the class, in small groups or in another way deemed appropriate by learner and teacher.
6. Finished plates can be posted with a 2019 Canada's Food Guide Plate Poster for comparison and further reference discussion.

Extension Activities

- Find out the nutritional value of these products.
- Create a recipe around one or more of the products shown on the snapshot.
- Make a video, poster, or comic to advertise the local products on the snapshot.
- Plant a Food Guide Garden, divided in three sections to represent the food groups. Sample plants could include beans, grains, and fruit or vegetables.

Credit

This lesson was created as part of the learning requirements of the BCAITC Teacher Ambassador Program. Our ambassadors are teachers with a dedication and passion for agriculture education, who will work with their home communities, the BCAITC Education Specialist, and the BCAITC Executive Director to help deliver information about agriculture in BC, connect teachers with BCAITC resources and programs, and provide professional development opportunities for their regions of the province. For more information about the Teacher Ambassador Program, please see www.bcaitc.ca/teacher-ambassadors.

Connecting the 2019 Canada Food Guide to Local Agriculture

Name:

Date:

Teacher:

Block:

In 2019, after a lengthy revision process, the government of Canada released a new version of the [Canada's Food Guide](#) in 2019. In the past, the guide was produced as a paper pamphlet, but today, this tool is a mobile-friendly web application, which provides links to recipes, resources, and easy access to information about healthy eating.

Canada is a large country, with regions that offer differing access to foods as well as diverse populations. In this activity you will be asked to create your own Eat Well food guide plate with an emphasis on connecting the food groups to local agricultural products, or to foods that can be gathered or grown by individuals locally.

Part 1 Research: Use the internet, the phone book, or personal connections to find out about what agriculture commodities are produced in your area, and what kinds of foods can be hunted or harvested. Try to find a product or products to represent each part of the plate, and keep track of these in the table below, along with information about who produced it, or where it was found, a reference for where you found the information, and any other information that may be helpful in creating your Eat Well Plate of local products.

Here are some websites to start your search:

☆ Grow BC: A Guide to BC's Agricultural Resources

<https://www.bcaitc.ca/resources/grow-bc-guide-bcs-agriculture-resources> (PDF version: https://www.bcaitc.ca/sites/default/files/Grow%20BC/GrowBC_2014_Intro.pdf)

☆ Useful Links: Investment Agriculture Foundation of BC <https://iafbc.ca/useful-links/>

☆ E-Flora BC: Electronic Atlas of the Flora of British Columbia

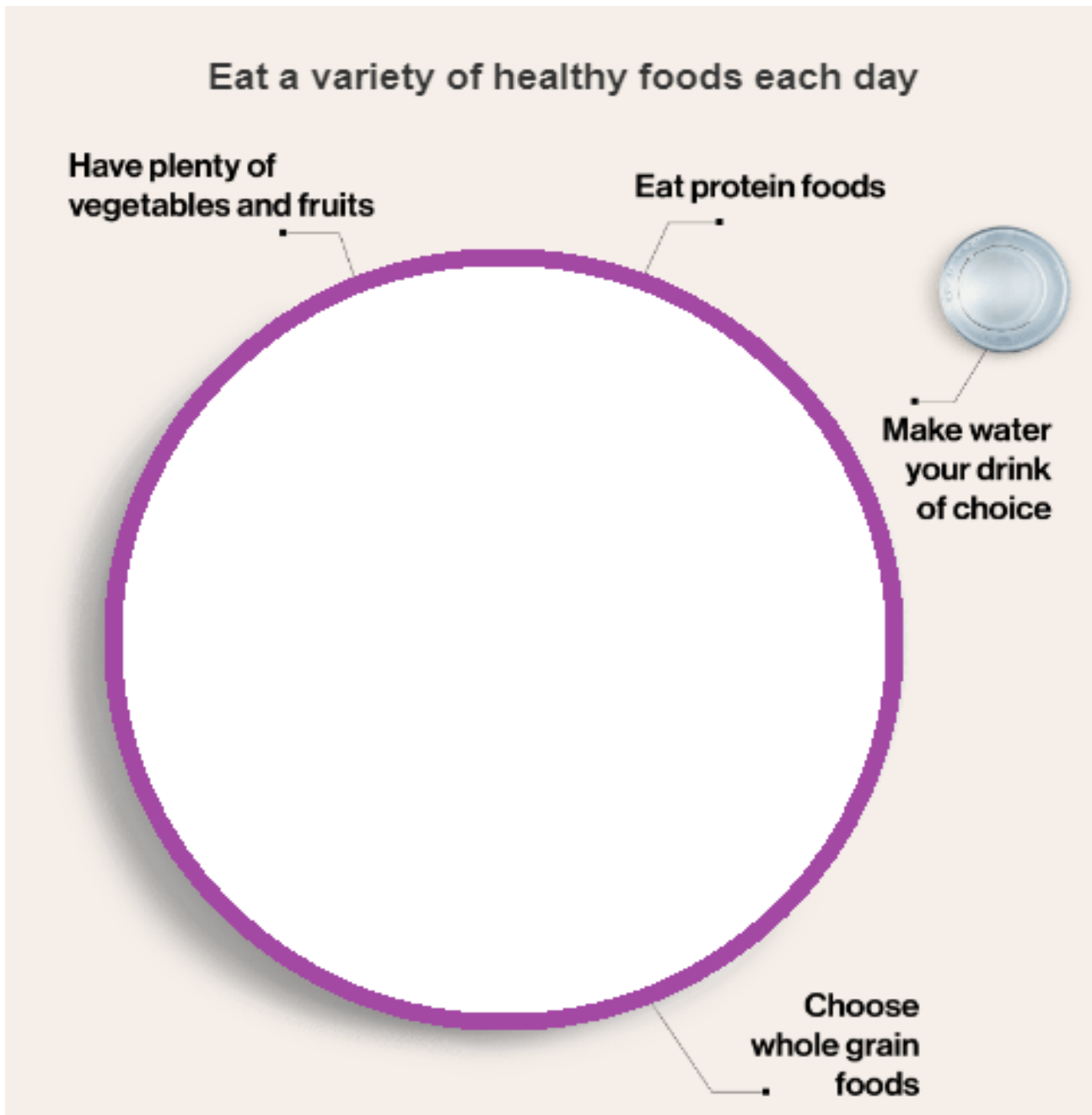
<https://ibis.geog.ubc.ca/biodiversity/eflora/>

☆ 2019 Canada Food Guide <https://food-guide.canada.ca/en/>

Local Food Producers and the Food Groups

Product (or food)	Food Group	Producer (or Location)	Reference (website address) & Notes

Part 2: Build your Local Eat Well Plate: On the following image, create your own 'plate' using these local foods/producers in place of what is pictured in the food guide snapshot. Make sure that your foods are organized in the right place and proportion on the plate. You can draw, use images, words, or find another creative way to display these options.



https://food-guide.canada.ca/static/assets/visual_en.png

Part 3: Be prepared to share your plate and information about the foods, and those who produced it, with your learning community.

www.bcaite.ca