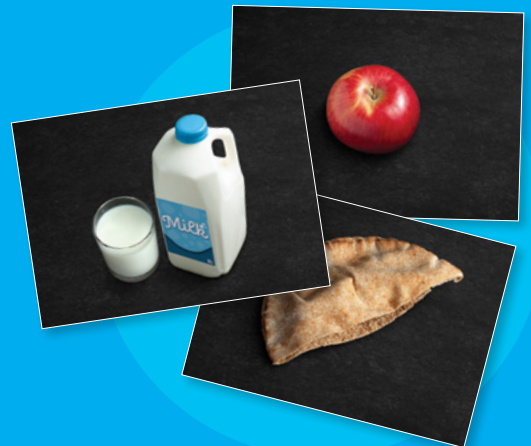


# Food Picture Cards & Study Prints

**TEACHER GUIDE**



# Acknowledgements

The Alberta Teach Nutrition team of Registered Dietitians at Dairy Farmers of Canada is passionate about growing positive attitudes and behaviours around food and eating. We work alongside teachers and students during the development process to ensure our resources meet your needs. Thank you to the many Alberta teachers who participated in the Food Picture Cards pilot test, invited us into their classrooms, and offered feedback and insights. Thank you also to Ag for Life for their support and thoughtful review.

# Overview of Food Picture Cards and Study Prints

The Food Picture Cards and Study Prints for this resource were created to help you teach concepts from *Canada's Food Guide* (CFG; [food-guide.canada.ca](http://food-guide.canada.ca)) while encouraging the development of food literacy and eating competence.

## Food Picture Cards

The Food Picture Cards have an image of the food on the front and the food name in English and French on the back. The following types of cards are included in the set:

- **Single Foods:** Cards for these foods have a symbol on the back that corresponds to the category they belong to. Vegetables and fruits have an apple, whole grain foods have a slice of bread, and protein foods have a milk carton.
- **Beyond *Canada's Food Guide* Foods:** These foods do not fit into a CFG category and the cards do not have a symbol on the back. Refer to page 2 for tips on discussing these foods with your students.
- **Mixed Dishes:** These cards have one or more food symbols on the back representing the individual foods the dish is made from.



## Study Prints

The Study Prints have an image on the front and a brief description with questions on the back, divided by grade level. The front of the Study Print is designed to be student facing and the back is designed for you to generate class discussion. This design allows you to hold the Study Print for students to view while you read the questions. Suggested answers are written in italics where relevant. The following types of Study Prints are included in the set:

- **Canada's Food Guide Study Prints:** Vegetables and Fruits, Protein Foods, and Whole Grain Foods.
- **Food Origin Study Prints:** Farm, Field, Garden, Greenhouse, Nature, Orchard, and Water.



## Activity Guide

The activities are divided into grade levels (K–3 and 4–6). Curricular links are listed in the activity overview. Each activity includes a list of supplies (not all cards are used in all activities), set-up instructions, a complete description of the activity, and discussion prompts. Suggested answers are written in italics where relevant. The estimated time for each activity is 20 minutes; extend or repeat them based on your students' interest and enjoyment.

Online learning options for some of the activities have been developed. Visit [TeachNutrition.ca](http://TeachNutrition.ca) to find slide decks to use with your students.

# How to Talk about Food with Students

Teachers know the value of creating a safe and respectful classroom environment. Consider how this relates to the messages you share about food. You can help students feel relaxed and supported by talking about all foods in a neutral way. This includes talking about food without using labels such as “healthy” versus “unhealthy” or “good foods” versus “bad foods.” Children may internalize moralizing messages about food as a reflection of who they are or question the ability of their caregivers to take care of them in this regard.

## Value of Experiential Learning

Nutrition education does not need to be complex to have an impact. Theoretical, abstract topics such as macronutrients (proteins, fats, and carbohydrates) and micronutrients (vitamins and minerals) can be very challenging for young learners to understand and apply. In fact, these concepts can be very challenging for adults as well. Resources such as *Canada’s Dietary Guidelines* ([food-guide.canada.ca/en/guidelines/](https://food-guide.canada.ca/en/guidelines/)) include these terms because they are designed for health professionals and policy experts. The Food Picture Cards and Study Prints focus on experiential learning with neutral exposure to food rather than motivating students to avoid or choose certain foods based on their “benefits” or nutrient content. This approach supports the development of eating competence in children, which encourages a positive relationship with food and has research-backed health-promoting outcomes.

## Roles Foods Play in Eating and Life

Food is more than nutrients. But often, foods that don’t fit neatly into CFG are considered nonessential or “junk food.” This framing is inaccurate and can be harmful to children’s relationship with food. What would curry be without turmeric or chilis? Salad without salad dressing? Consider how a chewy cookie or crispy chips can add flavour and texture to a meal. None of these ingredients or foods belong to a CFG category and yet they all have value.

Making space for a variety of foods contributes to a positive relationship with food and recognizes that factors such as taste, culture, and food traditions play a role in students’ food choices. This view is communicated in CFG and *Canada’s Dietary Guidelines* through advice on the importance of enjoying food. Additionally, foods beyond CFG may still provide health-promoting nutrients despite being an item higher in sugar, fat, or salt (e.g. calcium in chocolate milk or fibre in granola bars). While this type of nutrient message does not need to be directly shared with students, it does support the idea that nutrition can be nuanced, and single foods cannot be used to assess an individual’s overall diet quality.

### **Example:** A student’s lunch from home includes chips

**Scenario 1:** The student’s class has a discussion about whether chips are “unhealthy” or a “special occasion food.” At lunch, the student may feel shame or be teased about the chips and eat them very fast, without being able to enjoy them, or save to eat them when they are alone.

**Scenario 2:** The student’s class has a discussion about foods that crunch, and chips are included in the class-generated list of foods alongside carrots and apples. At lunch, the student enjoys their chips along with other foods without being teased or worrying about being “good” or “bad” based on one food choice.

## Factors That Influence Food Choices

Many things influence what foods students eat at school. Ideally, food and nutrition education assists students in making food decisions that respect the reality of their needs and resources. Student needs can be based on preference, food traditions, hunger, and health. Their ability to meet these needs is tied to access to resources such as money, time, and space; and to skills, identity, and the support they have. For example, family stressors such as a medical condition may affect a caregiver's capacity to shop for groceries or prepare meals. When concerns about a student's food choices come up, pause to consider what the underlying cause might be rather than commenting on the healthfulness of food items. Like you, caregivers are trying their best to support children. You can help families by fostering a safe food environment at school and encouraging experiential learning with nutrition in the classroom.



# FAQs

## What do I need to know about *Canada's Food Guide* (CFG)?

Health Canada developed CFG to convey the main concepts from *Canada's Dietary Guidelines*.

- The CFG Plate has three parts that work together like pieces of a puzzle to meet our needs.
  - Vegetables and fruits: Include fresh, frozen, and canned vegetables and fruit.
  - Whole grain foods: Include whole grain foods rather than refined grains (e.g., whole grain pasta instead of white pasta).
  - Protein foods: Include foods that are made from milk, foods that come from plants, and foods that come from animals (e.g., yogurt, lentils, and beef, respectively).
- No one food or food category can provide us with everything we need. Including a variety of foods between and within categories means children are much more likely to get the nutrition their growing bodies and minds need. For example, including a protein food made from milk along with a protein food that comes from plants or animals at meals can help children get important nutrients such as calcium and vitamin D.
- CFG no longer focuses on amounts of food or serving sizes; rather, it recommends proportions as shown on the CFG Plate. It also promotes the benefits of a positive relationship with food and enjoyable eating experiences.

## How do I talk to my students about nutrition without discussing “healthy” and “unhealthy” foods?

The Food Picture Cards and Study Prints are tools to teach nutrition through experiential learning. If class discussions lead to conversations about health or healthy eating, ask students: What does it mean to eat healthy? In your discussion, highlight the following:

- Healthy eating is more than the foods you eat. It means that over time, you can:
  - Enjoy eating
  - Learn to like different foods
  - Take time to eat
  - Learn to listen to what your body needs

## What is food literacy?

Food literacy develops when you 1) explore the story of food and our land, 2) practise planning, preparing, and eating good tasting food, and 3) identify how to make food decisions that respect the reality of our needs and resources.

## What is eating competence?

Eating competence is an evidence-informed model created by Registered Dietitian and child feeding expert Ellyn Satter to support a positive relationship with food. “Eating competence is being positive, comfortable, and flexible with eating as well as matter-of-fact and reliable about getting enough to eat of enjoyable and nourishing foods.”\* Learn more about eating competence from the Ellyn Satter Institute ([EllynSatterInstitute.org](http://EllynSatterInstitute.org)).

\*Ellyn Satter Institute. 2019. The Satter Eating Competence Model, [www.ellynsatterinstitute.org](http://www.ellynsatterinstitute.org). Accessed October 15, 2020.

## How did you select foods for this resource?

The list of foods in this resource is meant to be just a starting point for students' exploration and learning.

### Single Food Cards

CFG identifies vegetables and fruits, whole grain foods, and protein foods as the foundation of healthy eating. Within this context, the *National Nutritious Food Basket* (NNFB) informed the foods we selected. The NNFB names affordable, nutritious foods commonly eaten in Canada and is meant to support CFG. As a result, nutritious foods that may be more costly, such as quinoa, or more difficult to find, such as jicama, were not included. We encourage you to use the Create Your Own Cards activity on pages 7 or 21 to add to the set of Food Picture Cards based on foods your students enjoy.

### Beyond Canada's Food Guide Food Cards

Examples of foods that support and complement vegetables and fruits, whole grain foods, and protein foods, such as spices and chocolate, are included in the Food Picture Cards. These cards offer the opportunity to highlight different roles food can play and to show how food can be enjoyed without judgement. See "Roles foods play in eating and life" on page 2 for more information.

### Mixed Dish Cards

Mixed dishes were selected based on ingredient accessibility (using the NNFB) and ease of preparation with consideration for common school allergy guidelines (e.g., peanut-free) and vegetarian options. Teacher suggestions were also incorporated. All mixed dishes can be broken down into ingredients shown on the Single Food Cards.

## How did you ensure foods would be familiar to students?

While we've done our best to show you a wide variety of foods, we recognize that we can't include all favourite foods, foods from all cultures, or all foods students may eat at home. That's why we developed the Create Your Own Cards activity, where students can draw their own Food Picture Cards to enhance your class card set.

## How did you choose the student activities?

When developing activities, we thought about pacing learning for students. By considering when to introduce new concepts and offering breaks to practise and absorb information you can help students to apply their food and nutrition knowledge to real-world experiences.

The groupings below reflect the age appropriate learning goals by grade level. Learning is paced to occur at times when we see the most significant shifts in cognitive development, welcoming a new level of complexity in thought processes as students progress with their learning.

- Early elementary (K-3): Centre learning on food exploration and categorization of foods based on the senses. For example, sort foods by colour, shape, texture, and/or temperature.
- Late elementary (4-6): Introduce the CFG Plate and begin teaching students about food categories.

# Grades K–3 Activity Guide

<b>Create Your Own Cards*</b> .....	<b>7</b>
Students draw their own Food Picture Cards using the template provided to enhance the class card set.	
<i>Curricular links: Health and Life Skills; Fine Arts</i>	
<b>All Sorts of Food</b> .....	<b>9</b>
Students sort Food Picture Cards into groups of their choosing.	
<i>Curricular links: Health and Life Skills</i>	
<b>Choose a Letter</b> .....	<b>10</b>
Students find Food Picture Cards that start with a certain letter.	
<i>Curricular links: Health and Life Skills; English Language Arts</i>	
<b>Food Bingo*</b> .....	<b>11</b>
Students create their own food Bingo cards using the template provided and then play the game.	
<i>Curricular links: Health and Life Skills; Fine Arts</i>	
<b>Hide and Seek*</b> .....	<b>13</b>
Students guess what food is being shown using an online learning activity to magnify Food Picture Cards.	
<i>Curricular links: Health and Life Skills</i>	
<b>I Spy...*</b> .....	<b>14</b>
Students choose a food to “spy” from the Food Picture Cards and offer clues while the rest of the class guesses.	
<i>Curricular links: Health and Life Skills</i>	
<b>Memory*</b> .....	<b>15</b>
Students play a Memory game using Food Picture Cards.	
<i>Curricular links: Health and Life Skills</i>	
<b>Snack Time*</b> .....	<b>16</b>
Students pick two Food Picture Cards to make a snack they would enjoy.	
<i>Curricular links: Health and Life Skills</i>	
<b>True or False</b> .....	<b>18</b>
Students sit or stand to answer true or false questions about a Food Picture Card.	
<i>Curricular links: Health and Life Skills; Physical Education; English Language Arts; Mathematics</i>	
<b>What Am I?</b> .....	<b>19</b>
Students move around the room and ask others yes/no questions to figure out what Food Picture Card is taped to their back.	
<i>Curricular links: Health and Life Skills</i>	

\*An online version of this activity is available on [TeachNutrition.ca](http://TeachNutrition.ca)



# Create Your Own Cards

Students draw their own Food Picture Cards using the template provided to enhance the class card set.

Find the  
online version of  
this activity at  
[TeachNutrition.ca](https://www.teachnutrition.ca)

## Supplies:

- We provide:
  - Create Your Own Cards template
- You provide:
  - Crayons, markers, pencils, pencil crayons

## Set-up:

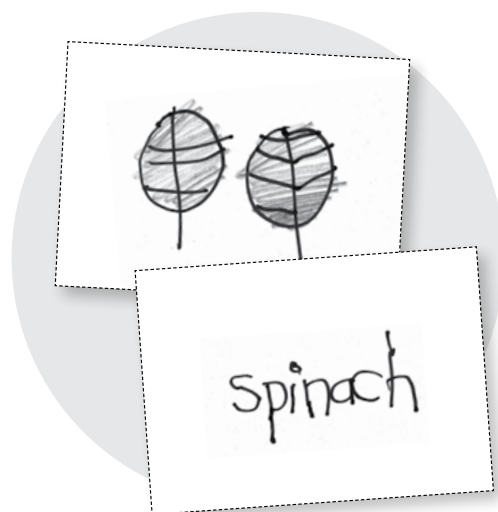
- Provide each student with a card template and drawing materials.

## Description:

- Explain that while the Food Picture Cards show a variety of foods, there may be favourite or family foods that are not included.
- Invite students to draw their food choice on the front of the card template. Encourage students to choose foods that are not part of the original Food Picture Card set (check the Master List included in your Food Picture Cards set) to create even more variety in the food choices available for activities.
- Assist students with writing the name of the food on the back of the card.

## Wrap-up:

- Ask students:
  - What food did you choose and why?
  - When do you enjoy eating this food?
  - Do you have a favourite memory about a time you ate this food?
  - Do you have a favourite way to eat this food?
- Mix the hand drawn cards into your original set of Food Picture Cards. Use this personalized set with any of the suggested activities.





A large rectangular area defined by a dashed border, intended for creating custom cards. The border is composed of short horizontal and vertical dashes. A single horizontal dashed line runs across the middle of the page, dividing the main area into two equal halves.

# All Sorts of Foods

Students sort Food Picture Cards into groups of their choosing.

## Supplies:

- We provide:
  - Single Food Cards
  - Beyond Canada's Food Guide Food Cards
  - Create Your Own Cards (completed)
  - Mixed Dish Cards

## Set-up:

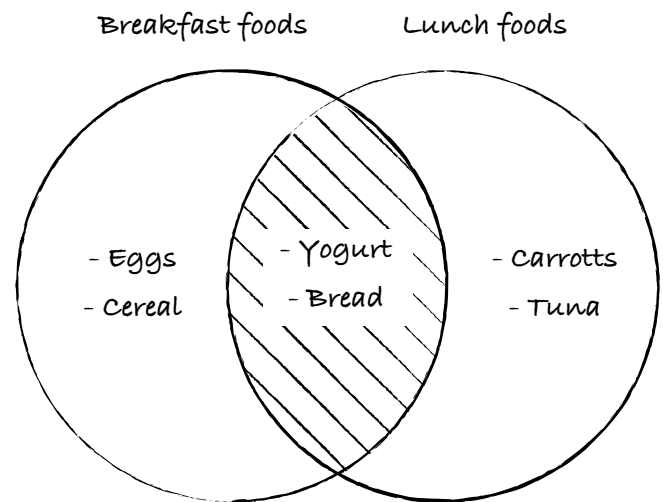
- Divide students into groups of four to eight.
- Randomly divide the Food Picture Cards equally among the groups.

## Description:

- Explain to students that they will be given a set of cards that can be sorted in many ways.
- Invite students to sort their cards based on whatever criteria they like.
- Once they have sorted the cards, ask students to put the cards back into a pile and see if they can come up with a new way to sort the same cards.
- If students are stuck, provide prompts of ways to sort, such as colour, shape, texture (crunchy, soft), surface (smooth, rough), temperature, or taste (sweet, salty, sour, bitter).

## Wrap-up:

- Ask students:
  - How did you sort the cards?
  - Why did you sort your cards this way?
  - Can anyone think of another way you could sort the cards?
  - Were there any times that a food fit into more than one group when you were sorting? Why do you think this happens? *One food may have different textures (crunchy outside and soft inside, two colours on one food...).* Consider drawing a Venn diagram on the board to highlight this concept.
  - Were there any times that different people in your group wanted to sort the same food into different categories? Why do you think this happens? *Different food preferences, one food may fit in two categories...*



# Choose a Letter

Students find Food Picture Cards that start with a certain letter.

## Supplies:

- We provide:
  - Single Food Cards
  - *Beyond Canada's Food Guide* Food Cards
  - Create Your Own Cards (completed)
  - Mixed Dish Cards

## Set-up:

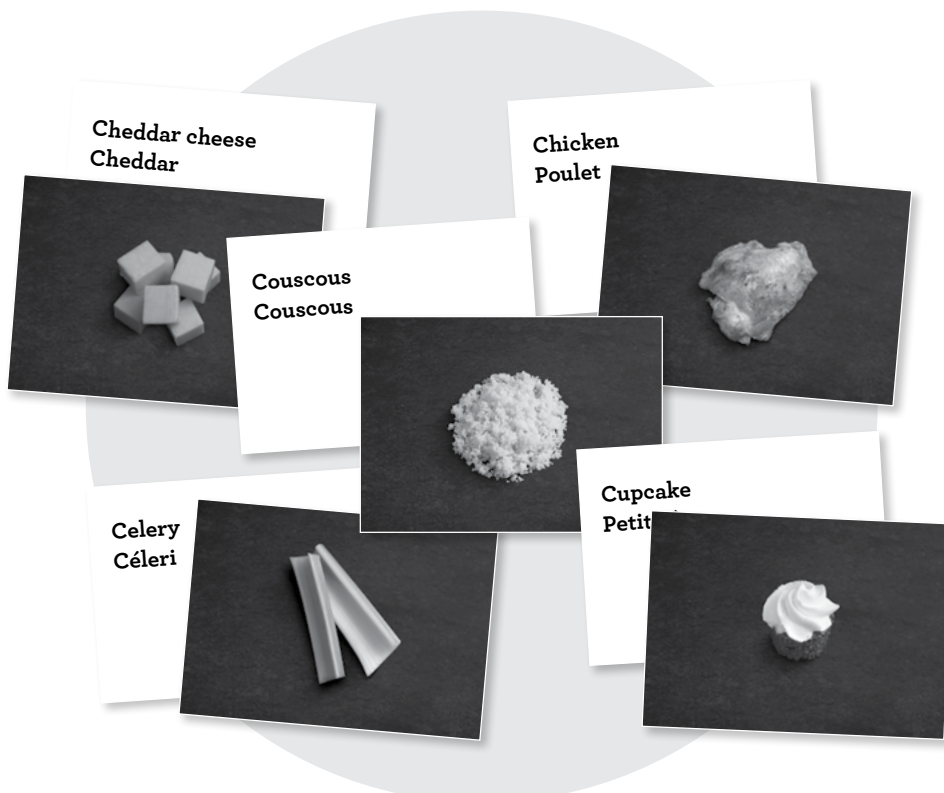
- Place all cards where students can see them (e.g., face-up on a table or on the board).

## Description:

- Explain to students that this game is about finding words that start with different letters of the alphabet.
- You will say a letter of the alphabet (e.g., C) and students will look for all the cards that show a food that starts with that letter (Cheddar cheese, chicken, couscous, celery, cupcakes, etc.).
- Once students think of a card, they can raise their hands and share with the class.

## Wrap-up:

- Ask students:
  - Did some foods fit into more than one letter? (e.g., **M**ozzarella **c**heese) Why does this happen?
  - Which letter seemed to have a lot of foods that started with it?
  - Which letter didn't seem to have very many foods that started with it?



# Food Bingo

Students create their own food Bingo cards using the template provided and then play the game.

Find the  
online version of  
this activity at  
[TeachNutrition.ca](http://TeachNutrition.ca)

## Supplies:

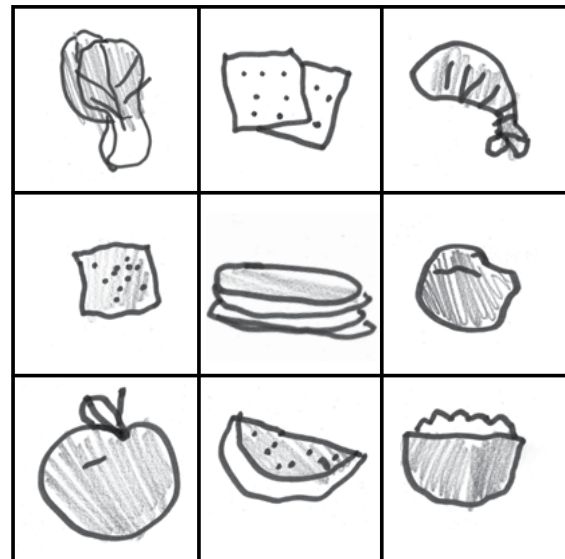
- We provide:
  - Single Food Cards
  - Beyond Canada's Food Guide Food Cards
  - Create Your Own Cards (completed)
  - Mixed Dish Cards
  - Bingo Card Activity Sheet
- You provide:
  - Crayons, markers, pencils
  - Bingo markers (e.g., scraps of paper, erasers, Lego)

## Set-up:

- Provide each student with a blank Food Bingo Activity Sheet and drawing materials.
- Place all cards where students can see them (e.g., face-up on a table or on the board) to help them make their Bingo cards.
- Ask each student to gather nine items to put on their Bingo card as markers when their foods are called (e.g., scraps paper, erasers, Lego).

## Description:

- Explain to students that you will be playing Food Bingo using the Food Picture Cards.
- Ask each student to make their own Bingo card using the template provided. Students fill in each blank space on the Bingo card by drawing a food from the food picture cards. All spaces on the card must be filled and the same food cannot be used more than once.
- Once students have created their cards, shuffle all food picture cards into one pile.
- Randomly pull cards from the pile. If a student has the food you call on their Bingo card, they can cover it up. The first student to complete a line – vertically, horizontally or diagonally – calls “BINGO” and wins the game.
- Once the first student gets a bingo, you can continue playing until more students have a bingo or start a new game.



## Food Bingo Activity Sheet Template


# Hide and Seek

Students guess what food is being shown using an online learning activity to magnify Food Picture Cards.

Find the  
online version of  
this activity at  
[TeachNutrition.ca](https://www.teachnutrition.ca)

## Supplies:

- We provide:
  - Single Food Cards
  - Hide and Seek Online Learning Activity available at [TeachNutrition.ca](https://www.teachnutrition.ca)
- You provide:
  - Projector

## Set-up:

- Open the Hide and Seek Online Learning Activity and project the image on the board for students to see.
- Place all cards where students can see them (e.g., face-up on a table or on the board).

## Description:

- Explain to students that they will see an image of a Food Picture Card that has been magnified to show only one small part of the picture. Students will try to guess what food is being shown on the screen.
- Tell students they can use the Food Picture Cards as a clue to help them guess.
- You can do this activity as a group and have students raise their hands to make a guess or separate students into groups of four to six and have each group make a guess on which food they think it is.



## Wrap-up:

- Ask students:
  - Was it easy or challenging to figure out what food was shown? Why?
  - Were there any foods you couldn't guess?
  - Were there any foods that were easy to guess?

# I Spy...

Students choose a food to “spy” from the Food Picture Cards and offer clues while the rest of the class guesses.

Find the  
online version of  
this activity at  
[TeachNutrition.ca](https://www.teachnutrition.ca)

## Supplies:

- We provide:
  - Single Food Cards
  - Beyond *Canada's Food Guide* Food Cards
  - Create Your Own Cards (completed)
  - Mixed Dish Cards

## Set-up:

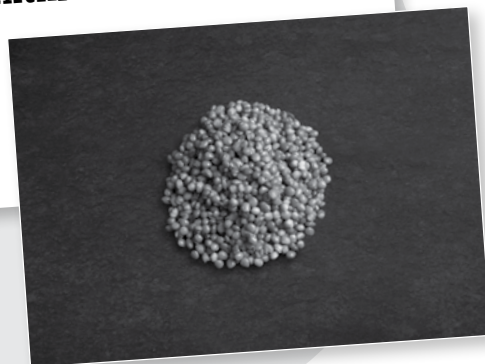
- Place all cards where students can see them (e.g., face-up on a table or on the board).

## Description:

- Explain to students that you will be playing I Spy with the Food Picture Cards. The leader will pick a card and give clues to the class about the card they are thinking of. Students raise their hands and guess if they think they know which food it is. Once a student guesses correctly, they become the leader.
- If students need assistance thinking of clues when they are the leader, prompt them to think about colour, shape, how they like to eat that food, etc.

"I spy with  
my little eye  
something that  
is round."

**Lentils**  
**Lentilles**





# Memory

Students play a Memory game using three to eight Food Picture Cards.

Find the  
online version of  
this activity at  
[TeachNutrition.ca](https://www.teachnutrition.ca)

## Supplies:

- We provide:
  - Single Food Cards
  - Beyond *Canada's Food Guide* Food Cards
  - Create Your Own Cards (completed)
  - Mixed Dish Cards

## Set-up:

- Place three to eight cards where students can see them (e.g., face-up on a table or on the board).
- If you want to play in smaller groups, divide students into groups of four or five. Have students sit in a circle and place three to eight cards face-up on the floor.

## Description:

- Explain to students that you will be playing a game of Memory.
- Students will have one minute to memorize the Food Picture Cards in front of them. After one minute everyone will close their eyes except the leader. The leader will remove one card from the group. When everyone opens their eyes again, they will try to guess which card is missing.
- If playing as a class, you will be the leader. If playing in smaller groups, choose one leader from the group.
- Provide new cards after every one or two rounds of the game.
- If playing in smaller groups, rotate the leader for each round of the game.
- To make the game more difficult, provide more cards. To make the game easier, provide fewer cards.



# Snack Time

Students pick two Food Picture Cards to make a snack they would enjoy.

Find the  
online version of  
this activity at  
[TeachNutrition.ca](https://www.teachnutrition.ca)

## Supplies:

- We provide:
  - Single Food Cards
  - Beyond Canada's Food Guide Food Cards
  - Create Your Own Cards (completed)
  - Snack Time worksheet

## Set-up:

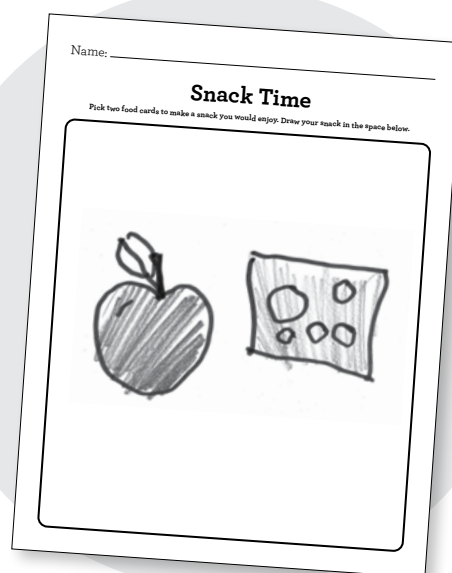
- Place all cards where students can see them (e.g., face-up on a table or on the board).
- Hand out the Snack Time worksheet (on following page).

## Description:

- Ask students:
  - When might you eat a snack? *At school, after school, before or after a sports activity, before bed...*
  - Why might you eat a snack? *To give me energy at school, to help me concentrate if I'm a little hungry and lunch isn't for a while...*
  - What kind of snacks do you like?
- Invite students to review the Food Picture Cards and pick two cards to make a snack they would enjoy. Once they have chosen the foods, they can draw their snack on the Snack Time worksheet.

## Wrap-up:

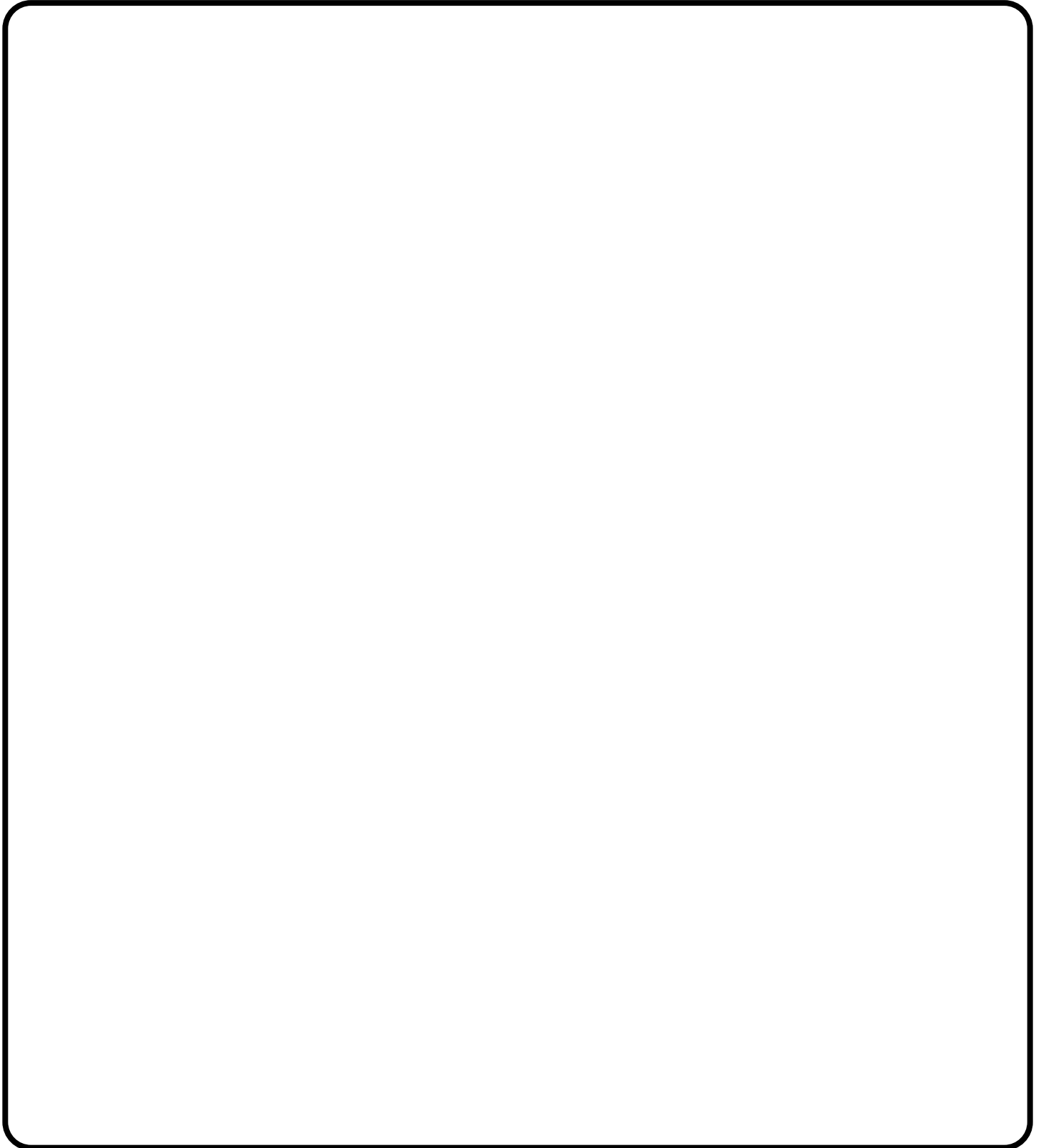
- Ask students:
  - Why did you choose your snack? *New food I would like to try, a food I have enjoyed before, favourite snack at home...*
  - When would you like to eat your snack? *At school, after school, before a sport, before bed...*
  - Could you bring your snack to school or would it be better to eat at home?



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

# Snack Time

Pick two food cards to make a snack you would enjoy. Draw your snack in the space below.



# True or False

Students sit or stand to answer true or false questions about a Food Picture Card.

## Supplies:

- We provide:
  - Single Food Cards
  - *Beyond Canada's Food Guide* Food Cards
  - Create Your Own Cards (completed)
  - Mixed Dish Cards

## Set-up:

- Have students stand around the room facing you.

## Description:

- Explain to the class that you will be playing a game of true or false with a twist. Instead of calling out “true” or “false” in response to a statement, students will answer by standing up or sitting down.
- You will make a statement about a food (e.g., “Milk is white.”). Students will indicate whether the statement is true or false with the appropriate action.
- You can mix up your true/false movements. As a class, decide which movement will mean “true” and which will mean “false.”
  - Wave arms
  - Do a jumping jack
  - Stomp your feet
- Tie in letter recognition (e.g., “Apple starts with A”).
- Tie in math problems (e.g., “4 apples + 4 apples = 8 apples”).



# What Am I?

Students move around the room and ask others yes/no questions to figure out what Food Picture Card is taped to their back.

## Supplies:

- We provide:
  - Single Food Cards
  - *Beyond Canada's Food Guide* Food Cards
  - Create Your Own Cards (completed)
- You provide:
  - Tape

## Set-up:

- Tape one Food Picture Card to each student's back.
- We suggest using a tape loop on the back of the card to avoid damaging the card.

## Description:

- Explain to students that the aim of this game is to figure out what card they have on their back. Students will move around the room asking their classmates questions that they can answer only with “yes” or “no.” Students can guess what their food card is after each clue and then move on to ask another classmate a question.
- Once students have correctly guessed their food, they return to you to receive a new card and continue playing.
- For younger students, you may wish to play this game in groups. Divide students into groups of four or five. One student from each group will have a card and the rest of the group tries to guess what it is. Students take turns asking the leader a yes/no question and can guess what the card is after each clue.
- After an incorrect guess, the next student can ask another question. Once the group has correctly guessed, a new student becomes the leader and the rest of the group tries to guess what the new food is.
- Some examples of questions students can ask:
  - Do I come from an animal?
  - Do I come from a plant?
  - Am I made from milk?
  - Am I red?
  - Do I crunch when eaten?



## Wrap-up:

- Ask students:
  - Was it easy or challenging to figure out what food you were?
  - What questions helped you figure out what food you were?
  - Were there any foods you couldn't guess?
  - Were there any foods that were easy to guess?

# Grades 4–6 Activity Guide

<b>Create Your Own Cards*</b> .....	<b>21</b>
Students draw their own Food Picture Cards using the template provided to enhance the class card set.	
<i>Curricular links: Health and Life Skills; Fine Arts</i>	
<b>Farm Facts</b> .....	<b>23</b>
Students pick one Food Picture Card and research current farming practices for that food.	
<i>Curricular links: Health and Life Skills; English Language Arts; Science; Information and Communication Technologies</i>	
<b>Food Dash</b> .....	<b>25</b>
Students go through an obstacle course, choose a Food Picture Card, and match it to a Food Origin Study Print.	
<i>Curricular links: Health and Life Skills; Physical Education</i>	
<b>Food Find*</b> .....	<b>26</b>
Students choose a Food Picture Card and give hints about the food while other students try to guess what it is.	
<i>Curricular links: Health and Life Skills</i>	
<b>Food Pictionary</b> .....	<b>27</b>
Students choose a Food Picture Card to draw for the class to guess.	
<i>Curricular links: Health and Life Skills; Fine Arts</i>	
<b>Oh Canada: Foods Around the Country</b> .....	<b>28</b>
Students research what foods are grown and produced in each province and territory in Canada.	
<i>Curricular links: Health and Life Skills; English Language Arts; Social Studies; Information and Communication Technologies</i>	
<b>One of These Foods Is Not Like the Other*</b> .....	<b>29</b>
Students review four Food Picture Cards and identify the one that is from a different food category.	
<i>Curricular links: Health and Life Skills</i>	
<b>Plate That Meal*</b> .....	<b>30</b>
Students review Mixed Dish Cards to determine whether they match the <i>Canada's Food Guide</i> Plate.	
<i>Curricular links: Health and Life Skills</i>	
<b>Snack Possibilities*</b> .....	<b>31</b>
Students predict how many different snacks they can create that include two different food categories.	
<i>Curricular links: Health and Life Skills; Mathematics</i>	
<b>What's in a Mixed Dish?*</b> .....	<b>32</b>
Students identify a Mixed Dish Card and find the Food Picture Cards for the individual foods it contains.	
<i>Curricular links: Health and Life Skills</i>	

\*An online version of this activity is available on [TeachNutrition.ca](http://TeachNutrition.ca)

# Create Your Own Cards

Students draw their own Food Picture Cards using the template provided to enhance the class card set.

Find the  
online version of  
this activity at  
[TeachNutrition.ca](https://www.teachnutrition.ca)

## Supplies:

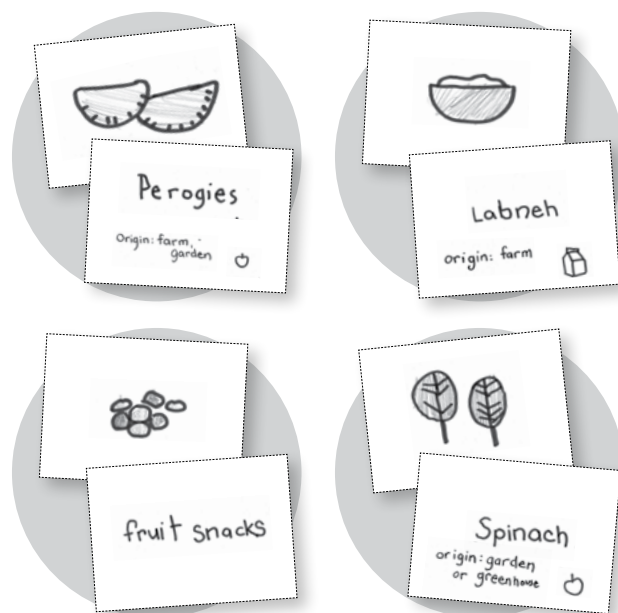
- We provide:
  - Create Your Own Cards template
  - *Canada's Food Guide* Study Prints
  - Food Origin Study Prints
- You provide:
  - Crayons, markers, pencils, pencil crayons

## Set-up:

- Provide each student with a card template and drawing materials.
- Set out the *Canada's Food Guide* Study Prints and Food Origin Study Prints.
- Put the CFG symbols on the board or screen (vegetables and fruits = apple; whole grain foods = slice of bread; protein foods = carton of milk).

## Description:

- Explain that while the Food Picture Cards show a variety of foods, there may be favourite or family foods that are not included.
- Invite students to draw their food choice on the front of the card template. Encourage students to choose foods that are not part of the original Food Picture Card set (check the Master List included in your Food Picture Cards set) to create even more variety in the food choices available for activities.
- Review the *Canada's Food Guide* Study Prints and highlight the symbol used for each Study Print.
- Review the Food Origin Study Prints.
- Have students write the name of their food on the back of the card, draw the appropriate CFG symbol and note the associated food origin. Depending what the student draws, it may not fit into a *Canada's Food Guide* Study Print or Food Origin Study Print (e.g. candy), or it may fit into multiple (e.g. jambalaya).



## Wrap-up:

- Ask students:
  - What food did you choose and why?
  - When do you enjoy eating this food?
  - Do you have a favourite memory about a time you ate this food?
  - Do you have a favourite way to eat this food?



A large rectangular area defined by a dashed line, intended for creating custom cards. The area is divided into two horizontal sections by a single dashed line across the middle. The top section is approximately 50% of the height, and the bottom section is approximately 50% of the height.

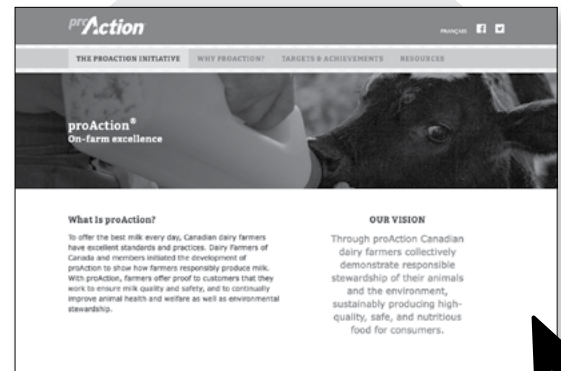


# Farm Facts

Students pick one Food Picture Card and research current farming practices for that food.

## Supplies:

- We provide:
  - Single Food Cards
  - Create Your Own Cards (completed)
  - Farm Facts worksheet
- You provide:
  - Research materials (Internet, library, etc.)
    - The Real Dirt on Farming ([RealDirtOnFarming.ca](http://RealDirtOnFarming.ca))
    - Ag for Life ([AgricultureForLife.ca](http://AgricultureForLife.ca))
    - Canadian Food Focus ([CanadianFoodFocus.org](http://CanadianFoodFocus.org))
    - Project Agriculture ([ProjectAgriculture.ca](http://ProjectAgriculture.ca))
    - Dairy Farmers of Canada proAction® ([DairyFarmers.ca/proaction](http://DairyFarmers.ca/proaction))



## Set-up:

- Divide students into groups of three or four.
- Place all cards where students can see them (e.g., face-up on a table or on the board).
- If you're using magazines or newspapers, set them out for the students.
- If you're using the Internet, arrange computer access for the students.

## Description:

- Explain to students that they will be researching current farming practices. Students will choose a food they would like to learn more about and use different sources (newspapers, magazines, the Internet, etc.) to learn about how the food is grown and produced.
- Remind students of places they can start their research.
- After students have completed their research, they can report the top three facts they learned about the food to the class.

## Wrap-up:

- Student groups can share their findings with the class in the form of a presentation, video, infographic, etc.

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

# Farm Facts

What food would you like to learn more about? \_\_\_\_\_

## RESEARCH THE FOLLOWING QUESTIONS:

- Who grows or produces this food? \_\_\_\_\_  
\_\_\_\_\_
- Where is this food grown or produced? \_\_\_\_\_  
\_\_\_\_\_
- How long does it take to grow or produce this food? \_\_\_\_\_  
\_\_\_\_\_
- How do they make sure the food is safe to eat? \_\_\_\_\_  
\_\_\_\_\_
- If this food comes from animals, how does the farmer or producer care for the animals? \_\_\_\_\_  
\_\_\_\_\_
- How does the farmer or producer care for sustainability or the environment? \_\_\_\_\_  
\_\_\_\_\_

## WHAT ARE THE TOP THREE FACTS YOU HAVE LEARNED ABOUT THIS FOOD?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

# Food Dash

Students go through an obstacle course, choose a Food Picture Card, and match it to a Food Origin Study Print.

## Supplies:

- We provide:
  - Single Food Cards
  - Beyond *Canada's Food Guide* Food Cards
  - Create Your Own Cards (completed)
  - Food Origin Study Prints
- You provide:
  - Obstacle course materials (hula hoops, ropes to jump, cones, etc.)

## Set-up:

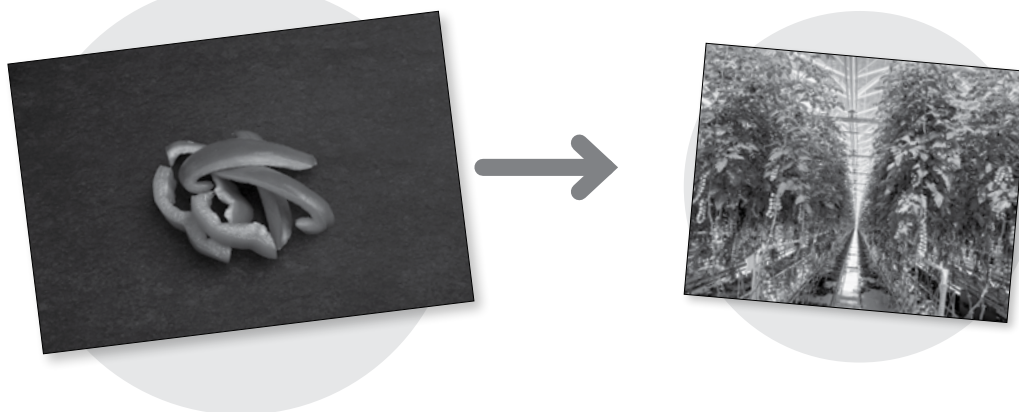
- Divide students into two to four teams.
- Create an obstacle course with your students in a large space with as many “lanes” as you have teams. We suggest doing this outside or in the gym.
- Place a pile of Food Picture Cards at the end of the obstacle course.
- Have the teams line up at the start of the obstacle course.
- Place Food Origin Study Prints around the obstacle course.

## Description:

- Review how to complete the obstacle course you have created with your class.
- Explain to students that this will be a relay race with a twist. Students will complete the obstacle course and grab a Food Picture Card at the end. When they return to their team, the team must move the Food Picture Card to the correct Food Origin Study Print. Once the Food Picture Card has been placed with the Food Origin Study Print, the next student in the line can go through the obstacle course. The first team to have all students complete the relay wins.

## Wrap-up:

- Ask students:
  - Was it easy or challenging to match foods to the correct Food Origin Study Print?
  - Did any surprise you?



# Food Find

Students choose a Food Picture Card and give hints about the food while other students try to guess what it is.

Find the  
online version of  
this activity at  
[TeachNutrition.ca](https://www.teachnutrition.ca)

## Supplies:

- We provide:
  - Single Food Cards
  - Beyond *Canada's Food Guide* Food Cards
  - Create Your Own Cards (completed)
  - Mixed Dish Cards
  - Food Origin Study Prints (optional)
  - *Canada's Food Guide* Study Prints (optional)

## Set-up:

- Place four to six Food Picture Cards where students can see them (e.g., face-up on a table or on the board).
- Place the Food Origin Study Prints and *Canada's Food Guide* Study Prints around the room (optional).

## Description:

- Explain to students that you will be giving hints (e.g., Food Origin Study Print, *Canada's Food Guide* Study Print, how it is eaten) about one of the Food Picture Cards in front of them. The goal is for students to guess which food you are describing with as few clues as possible.
- The first student to correctly guess the Food Picture Card being described will become the leader. New cards will be set out and the leader will pick a new food to describe to the class.
- If you're using the Food Origin Study Prints and *Canada's Food Guide* Study Prints, remind students that they can use them to help think of clues.

## Wrap-up:

- Ask students:
  - Were any foods challenging to figure out?
  - Were there any foods you couldn't guess?
  - Were there any foods that were easy to guess?



# Food Pictionary

Students choose a Food Picture Card to draw for the class to guess.

## Supplies:

- We provide:
  - Single Food Cards
  - *Beyond Canada's Food Guide* Food Cards
  - Create Your Own Cards (completed)
  - Food Origin Study Prints
- You provide:
  - Drawing board for students (e.g., whiteboard or projector)

## Set-up:

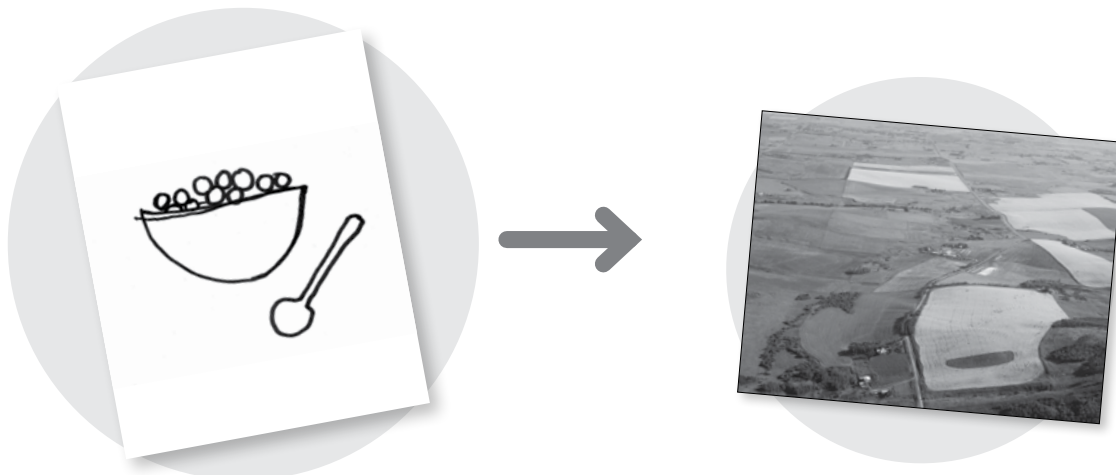
- Place Food Origin Study Prints where students can see them (e.g., face-up on a table or on the board).
- Set up the drawing board for students.
- Place Food Picture Cards in a pile near the drawing board.

## Description:

- Explain to students that you will be playing Food Pictionary using the Food Picture Cards.
- One student will be the artist. They will pick a Food Picture Card from the pile, without showing the class, and draw that food.
- If a classmate knows what food it is, they will raise their hand to make a guess.
- When the correct food is guessed, students will match the food to the correct Food Origin Study Print.
- The student who correctly guesses the food becomes the next artist.

## Wrap-up:

- Ask students:
  - Was it easy or challenging to match foods to the correct Food Origin Study Print?
  - Did any surprise you?



# Oh Canada: Foods Around the Country

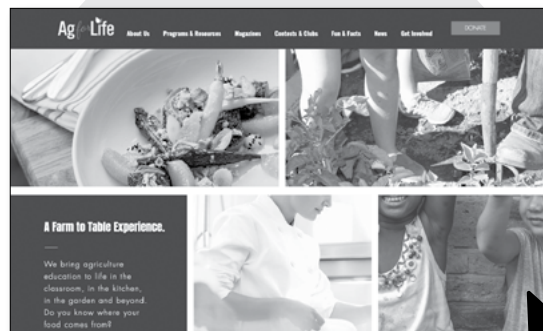
Students research what foods are grown and produced in each province and territory in Canada.

## Supplies:

- We provide:
  - Single Food Cards
- You provide:
  - Research materials (Internet, library, etc.)

## Set-up:

- Divide students into 13 groups.
- Assign each group a province or territory.
- If using magazines, books, or newspapers, set them out for students.
- If using the Internet, arrange computer access for students.
  - The Real Dirt on Farming ([RealDirtOnFarming.ca](http://RealDirtOnFarming.ca))
  - Ag for Life ([AgricultureForLife.ca](http://AgricultureForLife.ca))
  - Canadian Food Focus ([CanadianFoodFocus.org](http://CanadianFoodFocus.org)),
  - Project Agriculture ([ProjectAgriculture.ca](http://ProjectAgriculture.ca))
  - Dairy Farmers of Canada proAction® ([DairyFarmers.ca/proaction](http://DairyFarmers.ca/proaction))
- Set up one station around the room for each group.



## Description:

- Explain to students that they will be learning about food grown and produced across Canada.
- Each group will be assigned a different Canadian province or territory. Students will use the research materials to learn about the food grown and produced in their province or territory.
- Once students have completed their research, they can set up a station with Food Picture Cards that come from their province/territory, images from their province/territory, or other information. Each group can take turns sharing about their province or territory.

## Wrap-up:

- Ask students:
  - Did you learn anything new from your classmates' presentations?
  - Have you eaten foods from other provinces or territories?
  - Are there any new foods you learned about today that you would like to try?

# One of These Foods Is Not Like the Others

Students review four Food Picture Cards and identify the one that is from a different food category.

## Supplies:

- We provide:
  - Single Food Cards
  - Beyond *Canada's Food Guide* Food Cards
  - Create Your Own Cards (completed)
  - *Canada's Food Guide* Study Prints

Find the  
online version of  
this activity at  
[TeachNutrition.ca](https://www.teachnutrition.ca)

## Set-up:

- Pick four cards to line up where students can see them (e.g., face-up on a table or on the board). Choose three cards from one food category and the fourth from a different one.
- Place the *Canada's Food Guide* Study Prints where students can see them (e.g., face-up on a table or on the board).

## Description:

- Explain to students that they will be playing a game to find out which food is not sorted correctly. Four Food Picture Cards will be lined up. Three of the foods will belong to the same food category and the fourth will be from a different one. Students must identify which food does not belong.
- Remind students that they can use the *Canada's Food Guide* Study Prints as a clue to help them guess.

## Wrap-up:

- Ask students:
  - Were any foods challenging to figure out?
  - Were there any foods you couldn't guess?
  - Were there any foods that were easy to guess?



# Plate That Meal

Students review Mixed Dish Cards to determine whether they match the *Canada's Food Guide Plate*.

Find the  
online version of  
this activity at  
[TeachNutrition.ca](https://www.teachnutrition.ca)

## Supplies:

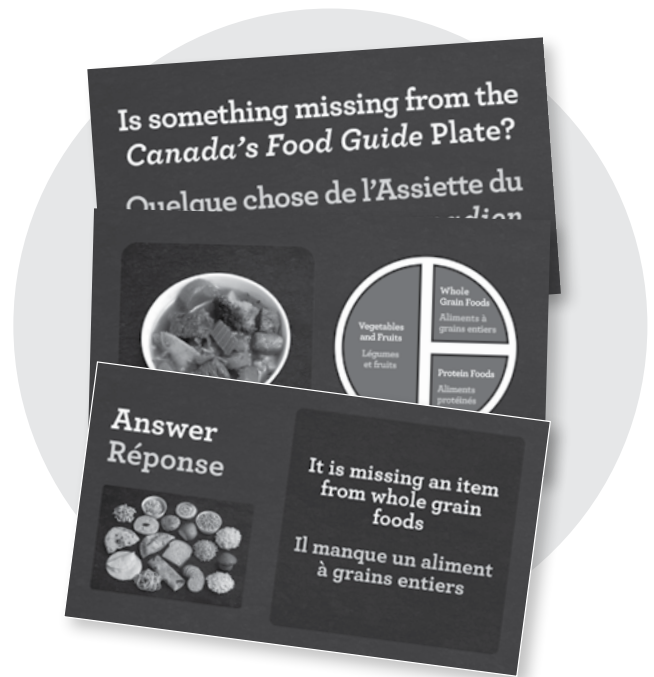
- We provide:
  - Single Food Cards
  - Beyond *Canada's Food Guide* Food Cards
  - Create Your Own Cards (completed)
  - Mixed Dish Cards
  - *Canada's Food Guide* Study Prints

## Set-up:

- Place all cards and *Canada's Food Guide* Study Prints where students can see them (e.g., face-up on a table or on the board).
- Divide students into 12 groups.
- Provide each group with a Mixed Dish Card.

## Description:

- Explain to students that the aim of this activity is to make meals that include at least one food from each food category.
- Each group will have a Mixed Dish Card. Some mixed dishes include foods with ingredients from all three food categories, while some do not. Students will review the components of their mixed dish and determine if anything is missing. If the meal is not complete, students will choose a food they would like to add to the meal from the missing food category.
- For example, if a group is reviewing the moose stew card, they would note that vegetables and fruits (celery, carrots, potato, mixed vegetables) and protein foods (moose) are included but whole grain foods is missing. Students could choose any whole grain food card to include, such as bread or rice.
- Remind students that they can use the *Canada's Food Guide* Study Prints to help determine what may be missing.
- After students have completed the activity for a mixed dish, the Mixed Dish Cards can be switched between groups.



## Wrap-up:

- Ask students:
  - Which mixed dishes did not include at least one food from all three food categories?
  - What did you add to these meals to make them fit the CFG Plate?
  - Are there any other foods you might add to the meal to suit your personal preferences?



# Snack Possibilities

Students predict how many different snacks they can create that include two food categories.

Find the  
online version of  
this activity at  
[TeachNutrition.ca](https://www.teachnutrition.ca)

## Supplies:

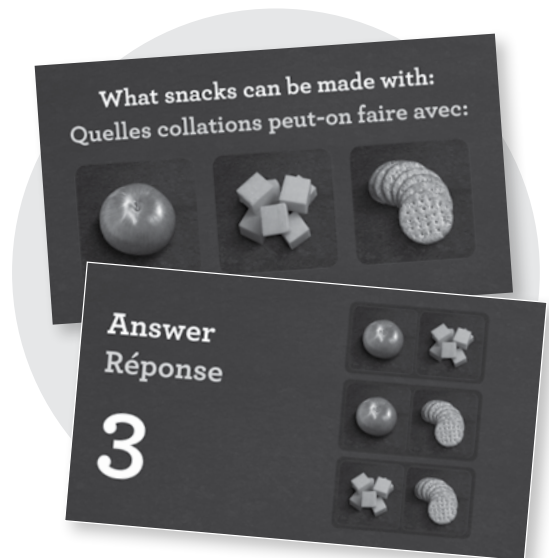
- We provide:
  - Single Food Cards
  - *Canada's Food Guide* Study Prints

## Set-up:

- Set up four probability stations with three to six food cards that are a mix of food categories.
- Place the *Canada's Food Guide* Study Prints where students can see them (e.g., face-up on a table or on the board).

## Description:

- Explain to students that they will be predicting how many tasty snack combinations they can create.
- Students will go to each snack station and review the Food Picture Cards at the station. Using their math skills, they will calculate how many different snack combinations they can create using the Food Picture Cards available. The goal of this activity is to create snacks that include foods from two food categories.
- For example, a “snack station” with apple, cheese, and crackers could have a total of three possible snack combinations.
- Remind students that they can use the *Canada's Food Guide* Study Prints to help them create their snack.
- If students have completed one probability station, they can move to another.



## Wrap-up:

- Ask students:
  - How did you predict how many snacks you could create with the Food Picture Cards available?
  - What was your favourite snack combination?
  - Was there a snack combination that you haven't tried?

# What's in a Mixed Dish

Students identify a Mixed Dish Card and find the Food Picture Cards for the individual foods it contains.

Find the  
online version of  
this activity at  
[TeachNutrition.ca](http://TeachNutrition.ca)

## Supplies:

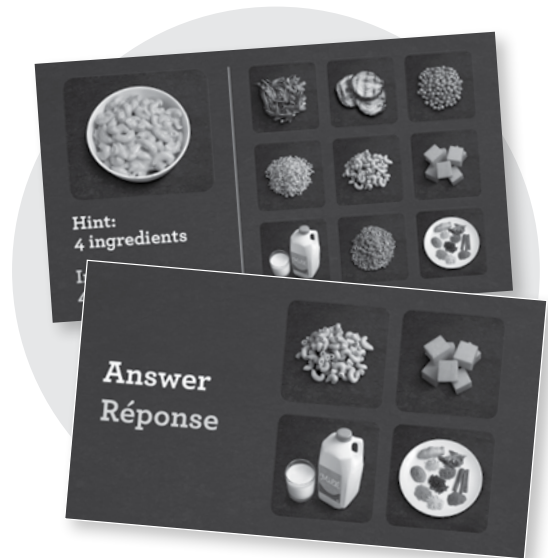
- We provide:
  - Single Food Cards
  - Beyond *Canada's Food Guide* Food Cards
  - Create Your Own Cards (completed)
  - Mixed Dish Cards
  - Food Origin Study Prints (optional)

## Set-up:

- Divide students into 12 groups.
- Provide each group with a Mixed Dish Card.
- Place all Single Food Cards, Beyond *Canada's Food Guide* Food Cards, and Create Your Own Cards where students can see them (e.g., face-up on a table or on the board).

## Description:

- Review with students that mixed dishes are made up of several ingredients.
- Explain to students that their group will receive a Mixed Dish Card and will find the Single Food Cards for the foods that could be used to make the dish.
- Optional:
  - Invite students to use the Internet to find an example recipe for their mixed dish.
  - After finding the mixed dish ingredients, match them to the appropriate Food Origin Study Print.
- After students have completed the activity for a mixed dish, the Mixed Dish Cards can be switched between groups.




## Wrap-up:

- Ask students:
  - What did you notice while finding the mixed dish ingredients? *Some have many ingredients while others have just a few. For some mixed dishes, it is hard to tell what they are made of from the picture.*
  - Were there any mixed dishes for which you needed a recipe to identify the ingredients?
  - Were any of these mixed dishes new to you?

## Notes

[illegible]



Tell us which activities you did  
with your class and let us know  
if you have any suggestions for  
this resource by emailing  
**[albertanutrition@dfc-plc.ca](mailto:albertanutrition@dfc-plc.ca)**.

We appreciate your feedback!