

Food and Nutrition Lesson Plan: Grade 9

Guide for Educators



Lessons include:

[Menu Planning – Cultural Foods Showcase](#)

Developed by AHS, Nutrition Services in consultation with the Body Image Research Lab
at the University of Calgary's Werklund School of Education

Overview

This lesson addresses W–9.5 of the Grade 9 [Health and Life Skills Curriculum](#) and was developed using [age-appropriate food and nutrition literacy guidance](#).

Students will:

- Understand the role of meal planning as a strategy for healthy eating.
 - Gain understanding of meal planning basics, including types and proportions of food on Canada’s food guide.
 - Identify various factors to consider with meal planning.
 - Plan a food shopping list based on a meal/menu.
- Examine the role that culture plays in personal food choices.
 - Understand the significance of food in culture.
 - Explore and identify various food cultures and traditions.



Teaching considerations: To support students in developing healthy eating patterns, approach food and nutrition education in a way that promotes a [healthy relationship with food](#), recognizes that students may have [varying access to food](#), and [considers potential biases](#) towards food and eating practices.

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Learning Outcome:
W–9.5 Develop strategies that promote healthy nutritional choices for self and others.

Teacher Background

Menu planning can support healthy eating by helping to limit reliance on convenience foods for meals and snacks. It can also help reduce food waste and save time and money. There is no right or wrong way to menu plan. Menu planning tends to be less involved for youth, compared with adults, as they often are not in charge of buying foods. For this assignment, menu planning will focus on balanced eating, finding recipes, and planning up to the point of creating a grocery list.

Youth may menu plan with parents/caregivers or more independently (e.g. school lunches and snacks) with the foods available at home. The types and amounts of foods available at home will vary. When students are coming up with ideas for foods within an activity, encourage them to list foods they enjoy and can access. This may include a variety of vegetables and fruits (fresh, frozen, canned), protein foods (animal-based and plant-based), and grain foods (including non-whole grain options).

For more information about menu planning, refer to Additional Sources of Background Information below.

Cultural Traditions

Food is often a central part of culture, celebrations, and family traditions. Sharing cultural food traditions is a way of connecting, teaching, and providing an opportunity to try new foods. Culture and food traditions can also help develop positive eating attitudes. This lesson plan will allow students to explore their own or another culture's food traditions and practices.

Additional Sources of Background Information

-  [Plan what you eat](#) (Health Canada)
This webpage outlines the benefits of menu planning and things to consider when planning ahead.
-  [Quick and Easy Meals](#) (AHS Nutrition Services)
This handout has tips for how to plan, prepare, and pack foods.
-  [Adjusting recipes to meet your needs](#) (Health Canada)
This webpage provides information and tips to adjust recipes for health, dietary restrictions, cultural preferences, lower cost, and more.
-  [Eat meals with others](#) (Health Canada)
This webpage discusses the benefits of eating together and provides tips on how to eat with others more often.
-  [Cultures, food traditions and healthy eating](#) (Health Canada)
This webpage discusses the benefits of cultural foods and traditions.
-  [Consider culture and food traditions](#) (Health Canada)
This webpage discusses the role of culture and food traditions in what, when and how a person eats.

Lesson: Menu Planning - Cultural Foods Showcase

Estimated Time

Lecture portion and discussion take approximately 20 minutes, in addition to a multi-class project and teach back by students.

Required Materials

- Interactive whiteboard or projector
- [Grade 9 Menu Planning presentation](#)
- [Grade 9 Menu Planning presentation \(educator version with notes\)](#)
- [Menu Planning Assignment- Student Instructions](#)

Additional supplies students may require

Art supplies:

- Magazines, images of food
- Paper, poster, display board
- Markers, pencils
- Scissors, glue, tape

Technology access:

- Laptop or device
- Slides program
- Printer
- Interactive whiteboard or projector

Instructions

1. Use the [Menu Planning presentation](#) to introduce menu planning and cultural foods. The [educator version with notes](#) has teaching points and suggested answers for discussion questions.

Note: The PowerPoint uses the example of planning a meal for a special event day at a school as a way to discuss menu planning and highlight key components and considerations the students will need to complete their assignment

2. Review the discussion questions on slides 14-16 or they are listed below:

Ask: Does anyone want to share a family food tradition or cultural foods they enjoy? Ensure no student feels pressured to share if they are not comfortable doing so.

Sample Answers:

- Answers will vary. Select a family food tradition to share yourself to get the class started or use an example here:

Alberta Indigenous culture: Pemmican is a traditional food often eaten on long hunting trips. Recipes vary, but typically it is made from ground dried meat mixed with wild berries and homemade lard.

Acadian culture: Tourtière (meat pie) eaten during winter holiday season. Typically made from ground pork, beef, or veal, and potatoes.

Ask: What information will you need for planning the cultural celebration meal?

Sample Answers:

Review event details with some added considerations for culture

- How many people are attending? Any food allergies or intolerances?
 - Kitchen space and equipment (Do you need to borrow anything?)
 - How will people be eating? (at table, picnic, buffet etc.)
 - Will food be served in courses or all at once?
 - What foods are culturally important?
 - Talk to family members or friends that are part of your culture.
 - Research the culture and traditional food dishes.
 - Can you buy all the ingredients in Alberta?
 - What ingredients or food do you currently have in your cupboards, fridge, or freezer that could be used?
 - Budget: Are the ingredients in season? Check flyers for sales.
 - Time: How much time do you have to prepare the food, serve and clean up?
3. Introduce menu planning assignment using the [presentation](#) or the [Menu Planning Assignment – Student Instructions](#). This can be an individual, paired or small group assignment.

Note: For the Grocery Shopping List, you can choose if you would like the students to include the quantity of each ingredient or not.

Extension

- Make a list of the countries represented in student assignments and explore their locations on the world map. Create a matching activity with a recipe/food and each country that was presented. Add in locally grown foods and growing conditions.
- Have students provide recipes from their assignment and collate them into a class cultural cookbook to be shared (digital may be easiest).

Assessment

- Completion of a menu and grocery shopping list for one meal from a specific culture.
- Display, poster or presentation that includes: the menu, recipes, information about the culture, the significance of the food or drinks on menu and how the meal is balanced according to Canada's food guide.
- Presentation/sharing to class on a culture of choice.

Menu Planning Assignment – Student Instructions

Scenario: You have been asked to host a cultural celebration meal for 8–12 guests. You will create the menu and determine what supplies are needed to prepare, serve, and eat the meal.

Assignment:

1. Select a culture to highlight. This could be your own family culture or another culture.
2. Research the culture you selected. Identify traditional foods and celebrations involving food.
3. Develop a menu for a meal specific to the culture you chose. Include different courses or components such as appetizers or desserts if that is part of the cultural food tradition. Determine the number of guests.
 - ✓ Use the types and proportions of foods on Canada’s food guide to plan a balanced meal. For example, aim for half the meal to be vegetables and/or fruits.
 - ✓ Review the recipe and determine what ingredients and cooking supplies you will need.
 - ✓ Before completing the Grocery Shopping List (template on following page), scale recipes according to the number of guests.
 - ✓ Consider what other cooking supplies or food (e.g. tin foil, cooking oil, etc.) you may need.
4. Create a presentation or a poster/display board to show your research and menu. Be creative and use pictures or drawings that depict the foods selected. Include information about:
 - ✓ food traditions and celebrations.
 - ✓ the cultural significance of the food and drinks on your menu and how they are prepared and served.
 - ✓ how the meal is balanced according to Canada’s food guide.

In addition, submit recipes and the Grocery Shopping List

5. Present your findings and completed materials in class.

Grocery Shopping List

Recipe(s):

Vegetables and fruits

<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	

Protein foods

<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	

Grain foods

<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	

Other / supplies (e.g. spices, oil, tinfoil, etc.)

<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
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