

# Food Group Code-Cracker



## Lesson Overview:

Canada's Eat Well Plate categorizes foods into three distinct categories: vegetables & fruit, whole grain foods, and protein foods. In this lesson, students will explore the food guide groups by learning about foods within each food group. To do this, students (alone or in a pair) will use clues at each station to help them "crack the code". After the three puzzles have been solved, students will design their own healthy eating plate.

## Learning Outcomes:

Students will:

- Students will be able to identify the three major food groups
- Students will be able to identify a few food items within each food group
- Students will plot their favourite foods within the Eat-Well Plate

## Materials:

- Canada's Eat-Well Plate: <https://food-guide.canada.ca/en/food-guide-snapshot/>
- Printed copies of the 'Food Group Code-Cracker' activity sheet (one for each student or pair)
- Station A, B, and C clues printed and cut-out.
- Projector/computer
- Markers/pencil crayons

Optional materials:

- Projector, computer
- Replace 'Station A' cut-out images with actual fruit and vegetables.
- Printed copies

## Instructions

### Activating Discussion:

Present 'Canada's Eat-Well Plate' to initiate the following discussion

- What do you notice when you look at this plate?
- Why do we need to fill half of our plate with fruits and vegetables?
- Where do cookies and doughnuts go on Canada's Eat-Well Plate?

### Learning Plan:

1. Making nutritious food choices can make you feel good, maintain your health, and meet your nutritional needs to grow! But what does a nutritious choice look like?
2. Use Canada's Eat-Well Plate to help you make nutritious meals.
  - Play video "Eat Well Plate: Family Meal"  
[https://www.youtube.com/watch?v=8uc\\_64vFGn8](https://www.youtube.com/watch?v=8uc_64vFGn8)
3. Sometimes it's hard to imagine eating that many fruits and vegetables. For example, common breakfast foods do not include vegetables. This requires us to be creative!

- Play video “ Eat Well Plate: Healthy Breakfasts”  
[https://www.youtube.com/watch?time\\_continue=22&v=IEej3C94mvM](https://www.youtube.com/watch?time_continue=22&v=IEej3C94mvM)

4. Some meals aren’t eaten on a plate or aren’t easily divided into nice sections. However, it is still possible to incorporate vegetables in these scenarios.

5. Play video ‘Eat Well Plate: EWP Stir-fry’  
[https://www.youtube.com/watch?time\\_continue=1&v=iuiJa7bVDvY](https://www.youtube.com/watch?time_continue=1&v=iuiJa7bVDvY)

### **Activity Options:**

Instructor sets up three learning stations with the related station clues. Students circulate through the stations with their ‘Food Group Code-Cracker!’ At students’ own pace, circulate through the stations using the clues to complete the word puzzles. Once students have completed the three puzzles, students design a personal ‘Eat Well Food Plate’. The codes that are given through the three stations will provide students with the information necessary to fill in the correct portion of the ‘Eat Well Food Plate’.

#### Station A:

Using the images, students identify each food. The food item in image “1” is the answer for question “1” for this station. The circled letters will spell out a final encryption. There is an option to print out a bank of words (Station A Differentiation Option). In this case, students could match the printed word with the image.

#### Station B:

Students will use the station B clues and match the numbers, placing the letter in the blank space above the number. For example, a student uses the card “14 A” to find all the “14’s” in the puzzle and fill in an “A”.

#### Station C:

Students unscramble the letters in each question, using the clues for assistance.

### **Appendices:**

- Station Printouts (landscape)
- Station Printouts (portrait)
- Station A Resources
- Station A Differentiation Options
- Station B Clues
- Station C Clues
- Teacher Key