2500	
Grade 6C: HEALTH	

## **Design Your Own Healthy Menu Assignment**



Alberta Health Education Curriculum Component: Wellness Choices.

Alberta Health Education Specific Concept (learning outcome): W-6.5 and W-6.8.

#### Overview:

An important part of health and wellness is identifying good nutrition, and using knowledge of the Canada Food Guide to make and create healthy dietary choices.

### You're Task (s):

→ You have option of working in a group of 2 **OR** individually, create a restaurant menu that outlines at least ONE breakfast, ONE lunch and ONE dinner dish. Your menu will be displayed on a poster (*standard size paper:* 8½" by 11"), and will be presented to the class next week (2-3 minute presentation).

#### **Learning Resource:**

In Google search engine, type the following: "Eating Well with Canada's Food Guide" & "Canada's Food Guide - Student Life"

#### Things to Consider:

- → Your menu should contain healthy food items and dishes that highlight explicit connections to the Canada Food Guide (see exemplar). These connections should be outlined on the paper itself.
- → Get started by: brainstorming healthy dishes with your group and reviewing the Canada Food Guide.

\*\*Remember: Design and neatness is important! Ensure that your poster is well organized and easy to interpret.\*\*



# **Duck Duck Beef Restaurant**

### **Breakfast:**

The "Letgo Eggwich" - 1 egg, sunny side up, fried in vegetable oil, with romaine lettuce, sliced tomato, on a whole grain bagel. Served with side of fresh, sliced fruit.

What makes this a healthy choice?

- → Bagel is whole grain.
- → Egg is fried in canola oil.
- → Served with fruit rather than hash browns, which can be high in saturated fat.
- → Served with romaine lettuce (dark green vegetable, which should be eaten at least once a day according to the Canada Food Guide).



My Food Guid	de Servin	gs Tracker NAME:	DATE:		
	Food Guide Servings per day	GIRL OR BOY AGED 9–13			
	6	Vegetables and Fruit  1 Food Guide Serving =  125 mL (½ cup) fresh, frozen or canned vegetable or fruit or 100% juice or 250 mL (1 cup) leafy raw vegetables or salad or	☐ Eat at least one dark green and one orange vegetable each day. ☐ Choose vegetables and fruit prepared with little		
<b>2020</b>		1 piece of fruit	or no added fat, sugar or salt.  Have vegetables and fruit more often than juice.		
	<b>○</b> 6	Grain Products	<ul> <li>Make at least half of your grain products whole grain each day.</li> </ul>		
	HH	1 Food Guide Serving = 1 slice (35 q) of bread or ½ pita or tortilla (35 q) or	☐ Choose grain products that are lower in fat, sugar or salt.		
	55	125 mL (½ cup) cooked rice, pasta or couscous or 30 g cold cereal or 175 mL (¾ cup) hot cereal	Drink skim, 1% or 2% milk each day.		
			☐ Select lower fat milk alternatives.		
			☐ Have meat alternatives such as beans, lentils and tofu often.		
73	1 Food 250 mi 175 g (	Milk and Alternatives  1 Food Guide Serving =  250 ml (1 cup) milk or fortified soy beverage or  175 g (¾ cup) yogurt or  50 g(1 ½ oz) cheese	☐ Eat at least two Food Guide Servings of fish each week.		
V Pil			<ul> <li>Select lean meat and alternatives prepared with little or no added fat or salt.</li> </ul>		
			☐ Satisfy your thirst with water.		
			Limit foods and beverages high in calories, fat, sugar or salt.		
	<b>○</b> 1-2	Meat and Alternatives	☐ Be active every day for at least 60 minutes.		
		1 Food Guide Serving = 75 g (2 ½ oz)/125 mL (½ cup) cooked fish, shellfish, poultry or lean meat or 175 mL (¾ cup) cooked legumes or tofu or 60 mL (¼ cup) shelled nuts and seeds	For more information and to order copies of Canada's Food Guide visit Canada's Food Guide on line.		
	30 to 45 mL (2 to 3 Tbsp) each day	Oils and Fats Include a small amount of unsaturated fat each day. This includes oil used for cooking, salad dressings, margarine and mayonnaise.	www.healthcanada.gc.ca/foodguide		





# **Design Your Own Healthy Menu Assignment**

Date: \_\_/\_\_/\_\_\_(dd/mm/yyyy)

	Unit:	Term: № 1 № 2
Name:	Assessment type: ¤ D ¤ F ¤ S	Overall: Mark//Level://; Class Average: Parent Signature:

Level		Proficient			
Criteria	<b>Excellent</b> Level 4	Level 3 <b>79% 72% 65%</b>	<b>Adequate</b> Level 2	<b>Limited*</b> Level 1	Insufficient/ Blank*
Required Elements  (_/1)	All of the required elements are clearly visible, organized and well placed	Most of the required elements are clearly visible, organized and well placed	Few of the required elements are clearly visible, organized and well placed	Missing most or all of the required elements	No score is awarded because there is insufficient evidence of student
Visual Clarity/Appeal  ( /1)	Design and layout of information is exceptionally neat and easy to understand	Design and layout of information is relatively neat and easy to understand	The poster needs improvement in design/layout in order to enhance clarity	The poster needs significant improvement in design, layout and neatness	performance based on the requirements of the assessment task.
Connections to Canada Food Guide  (_/1)	Connections to the Canada Food Guide are exceptionally clear and explicit	Connections to the Canada Food Guide are relatively clear	Connections to the Canada Food Guide are somewhat unclear	Few to no connections are made to the Canada Food Guide	
Presentation (_/1)	Presentation of poster is well organized and clearly communicated	Presentation of poster is somewhat well organized and generally clear	Presentation of poster is somewhat disorganized and unclear	Presentation of poster is unorganized, with no clear purpose	Not Hand In
Days Late (_/1)	0	1	2	3++	

# Teacher's Comments - Area for Growth and Action Plans (if below "level 2"):

□ Please use the given time in the classroom wisely by asking questions to further clarify the assignment or focus on the task at hand. Also, you need to follow the sample work shown in the class (if applicable) as a guideline to achieve level 3 in this rubric.



ordae v		Co	ooperative Learning (If ap	pplicable)	
Name:	Su	bject: // Unit & Pr	oject Topic or Title: {	&; Term: ¤1 ¤	Date:/(dd/mm/yyyy)
<b>Direction:</b> Write the name group members and total			boxes. Then, assign yourself of	a value for each listed attribu	te. Finally, do the same for each of
	Standards:	<b>4</b> =Above Average	<b>3</b> =Average <b>2</b> =Below	Average <b>1</b> =Weak	
Attribute	Myself	Group Member:	Group Member:	Group Member:	Group Member:
Participated in group discussions.					
Helped keep the group on task.					
Contributed useful deas.					
How much work was					
Quality of completed work					
Column Totals →					
Briefly describe your contr	ibution to the co	operative learning projec	Self-Evaluation t (What did you learn from thi	is project?):	
f you were doing this proj	ect again, what	would you do differently t	o improve your work?		
How could your team wo	rk together more	effectively next time?			
You're Grade for You	rself (Please che		100%) 🗆 <b>Level 3 (65% -79</b>	<b>%)</b> □ Level 2 (64% -50%) □	1 Level 1 (49% -0%)