



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 2

EO M204.02 – IDENTIFY HEALTHY FOOD CHOICES

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-802/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Ensure there are sufficient copies of Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada, for each cadet.

Photocopy handouts located at [Annex B](#) for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 and TP2 to introduce Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada.

An in-class activity was chosen for TP3 as it is an interactive way to provoke thought and stimulate interest in healthy eating among cadets.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify healthy food choices.

IMPORTANCE

It is important for cadets to identify healthy food choices because it is a significant component of living a healthy lifestyle. Choosing healthy foods may help the body to grow strong and help to prevent illnesses.

Teaching Point 1**Introduce *Canada's Food Guide***

Time: 10 min

Method: Interactive Lecture



Distribute a copy of Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada, to each cadet so they may follow along during the lesson.

CANADA'S FOOD GUIDE

Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada, describes how much of each type of food is required as part of a healthy eating pattern. There are four food groups in the guide; vegetables and fruit, grain products, milk and alternatives, and meat and alternatives. The front page of the guide shows a rainbow with samples of the type of foods that fit in these four categories. The size of the arcs in the rainbow represents the proportion of each food group that makes up a healthy eating pattern.

Vegetables and Fruit

Consuming plenty of vegetables and fruit may help reduce the risk of cardiovascular disease and certain types of cancer. This food group provides nutrients such as carbohydrates, vitamin A, vitamin C, potassium, magnesium, and B vitamins. Vegetables and fruit are the most prominent food group in the guide because of the important role these foods play in healthy eating. Examples of foods from the vegetable and fruit group include:

- fresh vegetables/fruit,
- frozen vegetables/fruit,
- canned vegetables/fruit,
- dried vegetables/fruit, and
- vegetables/fruit juices.

Grain Products

Consuming the required amount of grain products may help to reduce the risk of cardiovascular disease. Grain products, particularly whole grains, are a source of fibre and are usually low in fat. Whole grains contain all three edible layers of the grain seed or kernel, which provides a greater combination of nutrients. This food group provides nutrients such as carbohydrates, B vitamins (e.g. thiamin, riboflavin, niacin and folate), iron, zinc, and magnesium. The grain products food group is the second most prominent food group in the guide. Examples of foods from the grain products group include:

- grain,
- cereal,
- pasta,
- rice, and
- products made with grain flour (including corn flour).

Milk and Alternatives

Consuming the required amount of milk and alternatives may help to develop strong bones and reduce the risk of osteoporosis. This food group provides nutrients such as calcium, vitamin A, vitamin D, vitamin B12, riboflavin, zinc, magnesium, potassium, protein and fat. Examples of foods from the milk and alternatives group include:

- milk products, such as:
 - canned milk (evaporated milk),
 - powdered milk,
 - cheese, and
 - yogurt; and
- alternative milk products, such as fortified soy beverage.

Meat and Alternatives

Consuming the required amount of meat and alternatives food group provides nutrients such as iron, zinc, magnesium, B vitamins (e.g. thiamin, riboflavin, niacin, vitamin B6, and vitamin B12), protein, and fat. Examples of foods from the meat and alternatives group include:

- meat products, such as:
 - eggs,
 - fish,
 - meat,
 - poultry, and
 - shellfish; and
- alternative meat products, such as:
 - legumes (e.g. chick peas),
 - kidney beans,
 - lentils, nuts/seeds, and
 - tofu.

FOOD GUIDE SERVINGS

A food guide serving is a specified quantity of food from each of the food groups. It is used to help people understand how much food is recommended every day from each of these groups. This is generally close to what a person would eat in one sitting (e.g. one apple). When eating out, food portions are often large and contain more than one serving of a food group. It is important to recognize the food groups that make up a meal and how much food is on the plate, in order to count the food guide servings in a meal.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What are the four food groups described in Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada?
- Q2. What are three foods that fit in the grain products group?
- Q3. What is a food guide serving?

ANTICIPATED ANSWERS

- A1. The four food groups are vegetables and fruit, grain products, milk and alternatives, and meat and alternatives.
- A2. Foods that fit in the grain products group are grains, cereals, pasta, rice, and products made with grain flour (including corn flour).
- A3. A food guide serving is a specified quantity of each type of food, used for measuring how much food is recommended for every day.

Teaching Point 2

Introduce the Recommended Daily Intake

Time: 5 min

Method: Interactive Lecture

RECOMMENDED DAILY INTAKE

The recommended daily intake outlined in Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada (p. 2), describes what amount of food people should eat based on age and gender. The recommended number of servings a child (male and female) between the ages of 9 to 13 should eat in one day is as follows

- six servings of vegetables and fruit,
- six servings of grain products,
- three to four servings of milk and alternatives, and
- one to two servings of meat and alternatives.

Following the recommended daily intake in Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada, will help people to:

- take in the required vitamins, minerals and other nutrients;
- reduce the risk of obesity, type two diabetes, heart disease, certain types of cancer and osteoporosis; and
- achieve overall health and vitality.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What does the recommended daily intake describe?
- Q2. How many daily servings of grain products are recommended for a child between the ages of 9 to 13?

Q3. What is one benefit of following the recommended daily intake?

ANTICIPATED ANSWERS

A1. The amount of food people should eat daily based on age and gender.

A2. Six.

A3. Following the recommended daily intake in Health Canada, *Canada's Food Guide*, Her Majesty the Queen in Right of Canada, will help people to:

- take in the required vitamins, minerals and other nutrients;
- reduce the risk of obesity, type two diabetes, heart disease, certain types of cancer, and osteoporosis; and
- achieve overall health and vitality.

Teaching Point 3

Conduct an Activity Using *Canada's Food Guide*

Time: 10 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets identify healthy food choices.

RESOURCES

- Pens/pencils,
- Scissors, and
- Glue/tape.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Distribute the handout (located at [Annex B](#)) to each cadet.
2. Allow approximately five minutes for cadets to choose the food items that they would pack in their lunch bag to create a meal that includes at least one serving from each food group. Have cadets complete the food guide servings table on the last page of [Annex B](#).
3. Discuss the choices that the cadets have made, whether they are healthy, and in which food group they belong.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the activity will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the activity in TP3 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Choosing healthy foods may help the body to grow strong and help to prevent illnesses. This knowledge may also assist in preparing nutritious meals. Identifying healthy food choices is important to choosing a healthy lifestyle.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

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