

Subject/Grade: Health 7

Lesson Title: Meal Planning and Budgets

Teacher: Miss.Spencer & Miss. K

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

USC7.5–Evaluate personal food choices and needs by applying accurate and current nutritional knowledge (e.g., content labels).

a) Determine how and where to access healthy eating information

e) Apply guidelines for healthy eating as presented in Canada's Food Guide.

h) Prepare a three-day family food menu by applying nutritional knowledge to make nutritious selections (based on Canada's Food Guide) using a variety of given family food budgets and/or situations.

Key Understandings: ('I Can' statements)

- I can identify healthy food choices, read labels, and consult the Food Guide.
- I can access, read, and understand Canada's Food Guide.
- I can apply guidelines in Canada's Food Guide to my own diet plan.
- I can prepare a food menu by applying those guidelines, making nutritious selections and adhering to a budget.

Essential or Key Questions:

- If you are on a budget, what are some good alternatives for certain foods that are more costly?
- What are the main categories of Canada's Food Guide? What role should the Food Guide play in daily planning/eating?
- Is nutritional information easily accessible? Can students identify healthy options?
- What is nutrition? Why is it important for our health? How do we implement nutrition knowledge in menu planning?

Prerequisite Learning:

- Students should know how to read Canada's food guide.
- Students should know each food group from Canada's food guide.
- Students need to know how to work collaboratively in a group setting

Instructional Strategies:

Game - Bingo
Graphic Organizers
Group/Partner Work
Exit Slip
Discussion

Stage 2: Determine Evidence for Assessing Learning

Formative Assessment:

Rubric- Provides effective and concise assessment of menu planning activity at end of lesson. [7.5 Rubric](#)
Assignment - The activity allows for ongoing assessment of student comprehension and engagement of concepts. [Healthy Food Choices: Make a Menu](#)

Exit Slip OR Closing Discussion - A final assessment of where students are; whether students require further time with concepts, or can move on, confidently building on this lesson.

[ExitTicketTemplateAQuickAssessment-1.pdf](#)

Stage 3: Build Learning Plan

Set (Engagement):

Length of Time: 10 - 15 mins

Describe objective for the class: "Today we will apply what we have learned about the Food Guide and healthy eating by creating our own menu."

Warm Up: Food Bingo

- Be placed into tables groups
- Two cards per table
- I will say a food and you and your group will identify if you have the corresponding food in the correct column.
- 5 in a row (vertical, diagonal, or horizontal) wins
- Come collect your prize from Miss. Spencer

Development:

Length of Time: 30 mins

Menu Activity:

- Introduce Activity
- Students will be put into pairs/small groups (using an automatic group generator)
- Each pair/group will be assigned a budget, a family size they are making plan for, and a list of foods.
- They must research the local price of each item, look up items they don't recognize, and generate a 3 day meal plan while staying in budget. They will also record the estimated time of prep/cooking.

Students may struggle to stay in budget when assigned a larger family and a more restrictive budget. Quality of food may be affected.

Discuss the implications of cost and family size on healthy eating; and discuss the implications of limited time and budget on healthy eating.

Materials/Resources:

Game: materials, instructions, etc.

Bingo Cards

[Bingo kit \(calling cards + 30 uni...](#)

Bingo Chips (something to mark off BINGO with)

Prizes

Meal Plan Activity:

List of Food: [Lists of Food](#)

Budget/family size:

[Budgets/family](#)

Graphic Organizer:

[Healthy Food Choices: Make a ...](#)

Slide show

Calculator

Rubric: [7.5 Rubric](#)

Exit Slip:

[ExitTicketTemplateAQuickAsse...](#)

Possible Adaptations/

Differentiation:

- Each student will be given a role in their group to ensure everyone is participating
 - Time Keeper**
 - Writer**
 - Researcher (2-3)**
 - Budget Manager**
- Lesson can be individually or collectively taught online/via Zoom

Management Strategies:

[According to Chat gpt, “On average, a reasonable budget for a basic, nutritious three-day meal plan for one person in Canada could be around \$30 to \$60, depending on your choices and where you shop.” Does this sound right? Is this what students have found in general?] Learning Closure: Length of Time: 5- 10 mins Closing Discussion: -Do we think we could manage our own healthy meal planning in the future? -What did we find difficult about it? -Did the budget seem fair? Did we need more money? More time? -Would you/your family follow the plan you made? Why? Why not? Exit Ticket is optional, depending on engagement of closing discussion.	- Students will be put into groups by a random group generator - Teachers will circulate the room while they are working to ensure they are on task - Students with different religions will be encouraged to research foods that are similar to the list of foods provided on the worksheet Safety Considerations: Be aware that food, “healthy eating,” and family budgets are all potentially sensitive areas of discussion. This is why budget and family sizes are assigned and hypothetical. Additionally, food is cultural. We can encourage students to substitute items on list that are equivalent to items they are familiar with; encourage them to create their favourite meals, and insist items are looked up, teaching other students about those cultural foods.
Stage 4: Reflection	
Professional Goal: -Classroom management: Can we keep students on track, engaged, and participating using effective strategies that do not unnecessarily interrupt, derail, or foster confrontation within the classroom? -Time management: Are we able to manage time, making adjustments if necessary? Do we utilize the period effectively?	