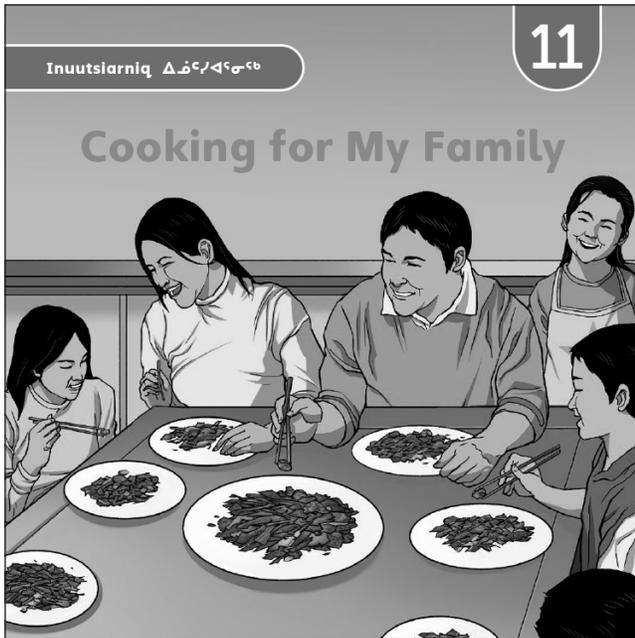


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**INUUTSIARNIQ**  
**EXTENSION ACTIVITIES**



**Level 11: Cooking for My Family**

- ☞ Activity worksheet: Our Meal
- ☞ Activity worksheet: Making Our Meal

**ICON LEGEND**



TEACHER SCRIPT



INDIVIDUAL ACTIVITY



IMPORTANT INFORMATION



CLASS DISCUSSION



PAIRS/SMALL GROUP ACTIVITY



LARGE OPEN SPACE

**TEACHER SCRIPT TRANSLATIONS**

Throughout these extension activities, you will find teacher scripts written in English to help you guide your lessons. The Inuktitut extension activity is available for download.



## EXTENSION ACTIVITY

# LEVEL 11

BOOK TITLE

## Cooking for My Family

TOPIC

**Nutrition and Life Skills**

LENGTH

**1 Lesson (1 Hour)**

### Essential Question

How can we include the four food groups in a healthy meal?



### LESSON OVERVIEW

In this lesson, the teacher and students will explore how to plan, prepare, and cook a healthy meal based on the four food groups.



### REQUIRED MATERIALS

- Book: *Cooking for My Family*
- Nunavut Food Guide
- Paper and writing utensils
- Activity worksheet: **Our Meal**
- Activity worksheet: **Making Our Meal**

### LEARNING ACTIVITIES



Class discussion before the reading about food the students like.



Class discussion about the book.



Planning a meal.



Completion of the **Our Meal** and **Making Our Meal** activity worksheets.

### LEARNING CONNECTION

The students will learn about the four food groups, and think about what makes up a healthy meal and different ways to cook food. This builds on their understanding of the book *Cooking for My Family*. Through a class discussion and then in small groups, students will begin to understand the steps that go into planning and preparing healthy meals.

### READING VOCABULARY

*apron, chef, stir-fry, produce, fruit, vegetable, celery, carrot, pepper, cabbage, mushroom, sprouts, strainer, garlic, measure, chopsticks, nutrition*

### PRE-LESSON PREPARATION

1. Photocopy **Our Meal** and **Making Our Meal** activity worksheets for each student group in your class, as needed.
2. Print out several copies of the Nunavut Food Guide. This food guide is available online here: [www.livehealthy.gov.nu.ca/en/healthy-eating/nunavut-food-guide](http://www.livehealthy.gov.nu.ca/en/healthy-eating/nunavut-food-guide). If you are not able to print out this guide, review it online yourself so you can answer any questions students might have about it.
3. In Step 4, you will read a list of food items to the students and they will decide which food group these items belong to. If you would like to add more food items to this list, you can do this before the lesson.

# COOKING FOR MY FAMILY

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1. Before reading the book, invite the students to talk about their favourite meals and how to know if a meal is healthy. Give students a chance to respond to each question.



**“What are your favourite meals? Why do you like these meals best? How can you tell if a meal is healthy and will provide us with good nutrition?”**

Some examples to the last question might include: it includes foods that are good for us like fruit and vegetables, foods that give us lots of energy.

2. Ask students if they know what the four food groups are.



**“Does anyone know what the four food groups are?”**

Give students a chance to think about the answer and respond. Then, take some time to discuss what the food groups are. Record the names of the food groups on the board, leaving room to later write beneath each one of the different types of food that belongs in that food group.



**“The four food groups are: vegetables and fruits, grains, meat alternatives, and milk and alternatives. Candy, pop, and slushies are not part of a food group. These are not healthy foods and are not part of a healthy meal.”**

3. Talk to students about country food and how different country foods are part of different food groups. Record their answers on the board.



**“What food group do you think country food belongs to? Are different kinds of country foods part of different food groups? Give me some examples.”**

Some examples might include: vegetables and fruits includes cloudbberries, mountain sorrel; meat and alternatives includes seal, Arctic char, caribou, walrus.

4. Using the list of foods and drinks you prepared before the lesson, ask students what food group each item on the list belongs to. You can add more items to this list. Record these answers on the board.



**“Now, I’m going to tell you a type of food or drink and you can decide which food group it belongs to: apple, cereal, mashed potatoes, carrots, caribou, chocolate bar, cheese, Arctic char, rice, potato chips, toast, almonds, canned corn.”**

5. Read *Cooking for My Family* with the class. Students may follow along in their own copies at their desks.

6. Ask students to think about the meal Eva made in the story and to share what they think about the meal. Give students a chance to respond.



**“Would you enjoy eating the meal Eva made? Why or why not?”**

## COOKING FOR MY FAMILY

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7. Have the students name the ingredients for the stir-fry and how many steps it took to prepare the stir-fry. Students can refer to the book to remember the ingredients. List these ingredients and the number of steps on the board.

 **“Can you name all the ingredients in the stir-fry that Eva made? How many steps did Eva and her father take to make the stir-fry? Use your book to help you remember.”**

8. Invite student volunteers to draw a line between an ingredient in the stir-fry and the food group in which it belongs. Then, ask if they think the meal Eva made is healthy.

 **“After looking at the list of ingredients and the food groups they connect to, do you think the meal Eva made is healthy? Explain your thinking.”**

9. Have the students talk about the steps Eva and her father followed to prepare the meal. Ask students to list the steps involved in preparing the meal. They can refer to the book.

 **“What were the steps involved in preparing this meal? Can you tell me what steps Eva and her father followed? Use the book to remember.”**

10. Put the students in small groups. Once students are sitting with their groups, tell the groups that they will work together to come up with ideas for a healthy meal. Suggest that they use food and drink choices from the Nunavut Food Guide, which you may have printed out in the **PRE-LESSON PREPARATION**, to decide what to include in the meal.

 **“In your small groups, you are going to work together to come up with ideas for a healthy meal and think about how you can include all of the food groups in the meal. You can use the food guide to help you think of some ideas.”**

11. Hand out the **Our Meal** activity worksheet to each group. Ask each group to record (by writing or drawing) their choices on the sheet once they have decided what meal they are going to make. (As shown on the activity worksheet, they need to include two or three food items in the main course, as well as a drink.)

 **“What is a healthy meal that you would like to cook? In your group, come up with a healthy meal that includes two or three food items for a main course, a drink, and a dessert. Then record these items on your worksheet. You can write or draw, or both! What are some other things to think about when you are planning a meal?”**

Answers might include: What kind of country food that is available? What kind of food is available at the grocery store? What food is good for you? What food will your whole family enjoy?

## COOKING FOR MY FAMILY

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12. Ask students why they chose this particular meal. Ask them to write a short sentence to explain their reason(s) on the **Our Meal** activity worksheet.



**“Why did your group decide to include these food items, this dessert, and this drink? Write a sentence to explain. Here is an example of a sentence: I chose to make this meal because I think it will taste really good and be healthy, too.”**

13. Tell the groups of students to imagine preparing and cooking their meal. Hand out the **Making Our Meal** activity worksheet to each student. This worksheet includes a list of steps involved in preparing a meal based on the steps that Eva and her father followed in the book. Ask students to think about the meal that they are planning to make and have them number the steps on the worksheet in the order that they think will work best to prepare their meal. Give students a chance to respond and then have them work in their small groups to complete the worksheet.



**“Now it’s time to prepare your meal! Take a look at your Making Our Meal worksheet. Think about what steps you need to follow in order to make your meal. You can also look at the book to remember how Eva and her father prepared their meal. Number the steps on this list in order of how you would follow the steps. What step is first? What step comes next?”**

### SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)

1. Invite students or groups of students to share their **Making Our Meal** activity worksheet with the rest of the class or other groups. Have students explain why they followed these steps in this order to make their meal.
2. **Optional:** Schedule a day for the class to spend in the school’s kitchen where they will work together to recreate the meal that is made in the book. Students can help prepare the ingredients used for the meal, learn about kitchen safety, and enjoy a healthy meal together.

Name: \_\_\_\_\_

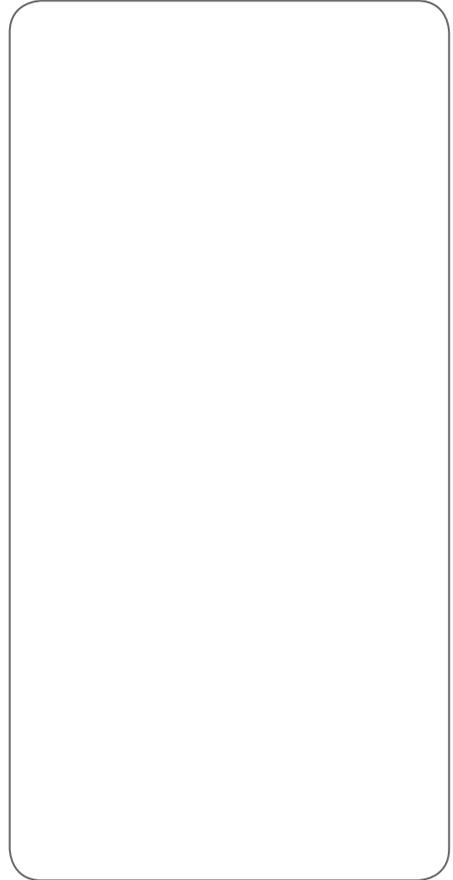
# Our Meal

Draw a picture of the parts of a meal that you have planned with your group.  
Write a sentence about why you chose to make this meal for your family.

## Main Course



## Drink



## Why We Chose This Meal

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Name: \_\_\_\_\_

# Making Our Meal

Read the list below. Decide in what order these steps should be followed to make a meal.  
Number these steps in order from 1 to 6 (*with 1 as the first step and 6 as the last*).

**Wash and dry fruits and/or vegetables.**

**Get the ingredients from hunting or fishing,  
or from the grocery store.**

**Have an adult chop up the vegetables or  
cut up any meat.**

**Make a list of ingredients.**

**Have an adult help you cook and/or bake  
the food.**

**Wash and dry your hands.**