

eat *Canadian*.ca 

*Teacher Guide for Grades 4 to 6*



*Quality*  
is in our **nature**



# Table of Contents

<b>Introduction</b> .....	p3
<b>Grade 4: Healthy Humans, Healthy Habitats</b> .....	p4
<b>Grade 4: Eat Canadian! Where? What? Why?</b> .....	p5
<b>Grade 5: Regulation Rap</b> .....	p6
<b>Grade 5: The Canada Label</b> .....	p7
<b>Grade 6: Canadian Food Around the World</b> .....	p8
<b>Grade 6: Recipes the Canadian Way</b> .....	p9
<b>Appendix A: Gate to Plate—Sentence Strips</b> .....	p10
<b>Appendix B: Eat Canadian! Where? What? Why? Activity Sheet</b> .....	p11
<b>Appendix C: The Canada Label—Food Label Terminology Activity Sheet</b> .....	p12
<b>Appendix D: The Canada Label—Food Label Terminology Teacher Copy</b> .....	p13
<b>Appendix E: Assessment Checklists</b> .....	p14
<b>Resources: Websites for Teachers and Students</b> .....	p15

## Acknowledgements

### Writers:

Becky Parker, OCT — Ontario Agri-Food Education Inc.

Katelyn McEachren, OCT — Ontario Agri-Food Education Inc.

### Editor:

Jan Robertson — Marketing & Communications Manager, Ontario Agri-Food Education Inc.

Translation: Agriculture and Agri-food Canada

Printing: Agriculture and Agri-food Canada

This resource was created in partnership between Agriculture and Agri-Food Canada, Canada Brand Division and Ontario Agri-Food Education Inc.

Funding for this project was provided by Agriculture and Agri-Food Canada.

Copyright © 2011

Teachers are granted permission to photocopy activities and information from the document for classroom use only. Reproduction for other than classroom use, in any format, requires written permission from Ontario Agri-Food Education Inc. and Agriculture and Agri-Food Canada.



**Ontario Agri-Food Education Inc.**

Charitable #: 13237 2285 RR0001



**eatCanadian  
mangezCanadien**

# *Eat Canadian! A Resource for Educators*

## *Introduction*

Canada is fortunate to have an abundance of natural resources which allow us to produce a variety of agri-food commodities. This country can also boast a tremendous network of regulations which ensure that food is produced, processed and distributed safely to consumers. There are also strict labeling guidelines in place which help consumers to make informed choices about their food based on the contents.

These topics are important pieces of information to understand. Canadian citizens should be aware of why Canadian food is safe to consume, and how they can find Canadian products in a local market or grocery store. It is especially important to educate our young citizens about these issues.

Students need to understand how their food is produced and processed and the important role food plays in the economy, the environment and health. Above all, they need to understand why to Eat Canadian.



**eat**Canadian  
**mangez**Canadien

## *Teacher Resource*

This resource is designed to complement the content found on the website [www.eatCanadian.ca](http://www.eatCanadian.ca). It covers grades 4 through 6, and curriculum connections are provided for the Ontario curriculum. While the educational links are provincial in nature, the topics covered can be applied in any jurisdiction in Canada. The [www.eatCanadian.ca](http://www.eatCanadian.ca) website covers topics such as how to identify Canadian products, where to find Canadian foods, and Canada's agriculture and food safety systems. The website also includes informative videos on Canada's various sub-sectors and features on individual farmers.



**Ontario Agri-Food Education Inc.**

Each of the lessons contained within is classroom ready. The materials, curriculum expectations, and teaching strategies are described and just waiting for a capable educator to bring them to life. There are also suggestions for extension to ensure that each lesson can be taken beyond the period in which it is taught. The lessons are linked to the Ontario Curriculum (Grades 1—8) in the following subject areas; Social Studies, 2004 (revised), Science and Technology, 2007 (revised), Health and Physical Education, Interim Edition, 2010 (revised) Mathematics, 2005 (revised) and Language, 2006 (revised). A cross-curricular approach allows educators to imbed these lessons into their teaching in a variety of ways. These varied subject links also highlight the broad connections which agriculture and food have to our everyday lives. Supplementary materials are incorporated within this document. These include information from [www.eatCanadian.ca](http://www.eatCanadian.ca) as well as assessment tools for teacher use. A list of suggested websites is also provided so that teachers can direct students for further research and activities.

## *OAFE Seal of Approval*

*Eat Canadian! A Resource for Educators* has received the Seal of Approval from Ontario Agri-Food Education Inc. This seal signifies that the resource includes information which is accurate, balanced, and free from bias. As well, it is structured in a way which is functional for teachers and which links to learning expectations for existing curriculum. Enjoy *Eat Canadian! A Resource for Educators*. Thank you for teaching young people about the agri-food industry in Canada.





# Healthy Humans, Healthy Habitats

In this lesson students will determine the steps that food takes from production through to distribution. They will use information from [www.eatCanadian.ca](http://www.eatCanadian.ca) to think about how the steps in this process are regulated to keep both habitats and humans safe and healthy.

Materials	Curriculum Connections
<ul style="list-style-type: none"> <li>• A Canadian food product in raw and processed (packaged) form</li> <li>• Markers, glue, scissors</li> <li>• Index cards</li> <li>• Appendix A: Gate to Plate (one food group per student group)</li> <li>• Chart paper</li> </ul>	<p><u>Communities</u></p> <p>1. analyse the effects of human activities on habitats and communities</p> <p><u>Grade 4 Health and Physical Education: Healthy Eating</u></p> <p>C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being</p>

## Teaching/Learning Strategies

1. Display the food products for the class (e.g. an apple and a can of apple juice or bag of apples; a grain of wheat and a loaf of bread). Ask students what steps are involved from the growth of this raw product to the purchase of this ‘processed’ product?
2. Invite students to illustrate this process by having them stand in a line holding an index card which states their ‘step’ (e.g. apple grows on the farm; apple is packaged in a plant). Talk about the areas of production, processing and distribution. A classroom dictionary may be useful for this lesson. If there are words that students don’t know they should look them up and share them with the class on the board.
3. Ask students if there is a part of this process which involves an interaction between humans and habitat? What does government, farmers and producers do to make sure that they protect the environment when they are producing their food?
4. Ask students if there is a part of this process which connects to your health? What does government, food companies and processing plants do to make sure that the food you eat is safe? If students have difficulty, inform them that they are going to learn about what makes Canadian food safe for both the environment and the people who consume it.
5. Divide students into groups of three and distribute Appendix A. Explain to them that they are to read the sheet to learn about the process of producing, processing and distributing Canadian meat, fruit and vegetables, and dairy products. The sheet outlines some of the important facts which make Canadian food safe to eat. It also describes some of the things farmers do to keep the environment and natural habitats clean and the role government plays in the Canadian food system. They will sort the statements into those that connect with “Habitat” and those that connect with “Health”.
6. Students draw a Venn Diagram on their chart paper and label one side “Health” and the other “Habitat”. As a group, students read their activity sheet and decide whether the statement belongs in Health, Habitat or in the middle. Next they cut out the strips and paste them on the Venn Diagram.
7. Groups will compare where they put each of the statements and defend their choices with reasoning. Discuss similarities and differences between the food groups. Have students describe how they feel about the effect of Canadian food

## Extensions

- Students can take a virtual farm tour ([www.virtualfarmtours.ca](http://www.virtualfarmtours.ca)) to learn more about how farmers in Canada work to protect the habitats around them and keep the food they produce safe and secure.

## Assessment (for learning, as learning, of learning)

- Assessment as learning—teacher observes student participation in group work and classroom discussion.

# *Eat Canadian! Where? What? Why?*



eatCanadian  
mangezCanadien



Ontario Agri-Food Education Inc.

In this activity, students will use [www.eatCanadian.ca](http://www.eatCanadian.ca) to collect information about the geographical characteristics of the provinces/territories and the types of food products which are grown, raised, and produced there. Students will use reasoning to draw linkages between geography and food production.

Materials	Curriculum Connections
<ul style="list-style-type: none"> <li>• Computers (with Internet access)</li> <li>• Appendix B—Eat Canadian! Where? What? Why? Activity Sheet</li> <li>• Materials for brochure</li> <li>• Appendix E— Assessment Checklist</li> </ul>	<p><u>Grade 4 Social Studies: Canada and World Connections—Canada’s Provinces, Territories, and Regions</u></p> <ul style="list-style-type: none"> <li>• name and locate the various physical regions, provinces, and territories of Canada and identify the chief natural resources of each</li> </ul> <p><u>Grade 4 Language: Media Literacy</u></p> <ol style="list-style-type: none"> <li>1. demonstrate an understanding of a variety of media texts;</li> <li>3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</li> </ol>

## Teaching/Learning Strategies

### First Period

1. Provide students with the Eat Canadian! Where? What? Why? Activity Sheet (Appendix B)
2. **Where?** Direct students to the [www.eatCanadian.ca](http://www.eatCanadian.ca) website. Students will navigate to the *Where to Find Canadian Food* tab. Students will choose three of the provinces and/or territories. For each province/territory, they will record a list of the geographic characteristics of that region. Note: students may add additional information from previous class discussions or research.
3. **What?** Students will record at least three food products which are produced in that area of the country.
4. **Why?** Students are then to make connections between the geographic characteristics and the types of agricultural products which come from that area (e.g. British Columbia’s proximity to the Pacific Ocean – fish and seafood production; Saskatchewan’s flat fertile land – grain and oilseeds).

### Second Period

1. Students will prepare an informational and promotional brochure which advertises (a) food product(s) from their chosen province/territory. They will highlight the unique features of that province/territory, as well as the Canadian food product(s) which are produced there.
2. Discuss with the class: What information about the province/territory could you include (important natural wonders, climate, food festivals, etc.)? What information about the food product could you include (health information, season, how it is grown/processed/harvested, why it is safe)?
3. Encourage students to make their brochure attractive with pictures and slogans.

## Extensions

- The class can engage in an Eat Canadian Travel Fair. Students can be divided into groups to represent the various provinces and territories of Canada. Each will highlight the geographical features of their province/territory and the food resources which the area is known for. Students can be encouraged to prepare dishes which incorporate their region’s food products.
- Have students visit the [www.oafe.org](http://www.oafe.org) website to play *Agri-Trekking Across Ontario*. This interactive game provides a more regional focus of Ontario agricultural products.

## Assessment (for learning, as learning, of learning)

- Assessment as learning— mark activity sheet for completion.
- Assessment of learning— mark promotional brochure using checklist provided in Appendix E.

# Regulation Rap



Students will use information from the [www.eatCanadian.ca](http://www.eatCanadian.ca) website to identify rules/regulations and types of technology which help to keep Canadian food products safe to consume. This information will be used to write a rap which summarizes the reasons to eat Canadian.

## Materials

- Smartboard or computer and projector (with Internet access)
- Appendix A—Gate to Plate for each pair of students

## Curriculum Connections

1. analyse the impact of human activities and technological innovations on human health

### Grade 5 Social Studies: Canada and World Connections—Aspects of Citizenship and Government in Canada

- identify concrete examples of how government plays a role in contemporary society and of how the rights of groups and individuals and the responsibilities of citizenship apply to their own lives.

## Teaching/Learning Strategies

1. Ask students if they ever worry whether or not their food is safe to eat. Why or why not?
2. Show some (or all) of the “Meet a Canadian Farmer” videos from [www.eatCanadian.ca](http://www.eatCanadian.ca). As a class discuss how the actions of farmers, and the technology they use, help to protect human health. Is technology important in farming?
3. Provide the class with Appendix A for additional reading. Why are the government rules and regulations for food production so important? Could humans and/or the environment be hurt if these rules and regulations were not followed?
4. Have students get into pairs. Students will choose one type of farm which is represented in the videos or on Appendix A. Write the following questions on the board: What rules/regulations for your type of farm help to protect humans and the environment? What technology used on your type of farm helps to protect humans and the environment? Ask them to use the information from the videos and Appendix A to write a poem or rap. The poem/rap should answer both questions.
5. Once completed, students will be invited to share their poem/rap with the rest of the class.
6. Do the rules and technology make you feel better about eating Canadian food?

## Extensions

- Invite a farmer to come and speak to the class about the technology they use on their farm, and the regulations they follow.
- Have students share their raps with another class in the school.
- Have students complete a research project about the technology or government rules which protect our food system. Students should refer to their learning goal and strategies to direct their research. Possible topics include: Food testing and recalls, labeling laws, treatment of animals, pesticide use, etc.

## Assessment (for learning, as learning, of learning)

- Assessment for learning— Students refer to the content of Appendix A and the “Meet a Canadian Farmer” videos. They compare the content of their rap with these information pieces as assessment for learning. Students then write a learning goal which states a regulation or piece of technology they would like to learn more about. They will write a list of strategies which they can use to find out this information.

# The Canada Label



Using [www.eatCanadian.ca](http://www.eatCanadian.ca), students will collect information about Canadian food labels. Students will discover the different meanings behind phrases such as “Product of Canada” and “Processed in Canada”. This lesson would be complementary to any food label unit as it encourages students to think critically about the food purchases their families make.

Materials	Curriculum Connections
<ul style="list-style-type: none"> <li>• A variety of food labels</li> <li>• Classroom projector/ SMART Board (with Internet access)</li> <li>• Appendix C—Food Label Terminology Activity Sheet</li> <li>• Appendix D—Food Label Terminology (Teacher Copy)</li> </ul>	<p><u>Grade 5 Health and Physical Education: Healthy Living</u></p> <p>C2.1 explain how to use nutrition facts tables and ingredient lists on food labels to make healthier food choices</p> <p><u>Grade 5 Language: Reading</u></p> <ol style="list-style-type: none"> <li>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning</li> </ol> <p><u>Grade 5 Language: Writing</u></p> <ol style="list-style-type: none"> <li>1. generate, gather, and organize ideas and information to write for an intended purpose and audience</li> </ol>

## Teaching/Learning Strategies

1. Prior to this lesson, ask students to collect and bring in a variety of food labels (canned goods, boxes, ice cream tubs, fruit stickers, etc.).
2. As a class or in groups, have the students sort the labels. Do not provide direction as to how they should sort them—leave this up to the students. Encourage them to look at the labels and think beyond the products themselves (i.e. the four food groups).
3. Have students share why they chose to sort the products as they did. What factors did they take into consideration—health, nutritional content, fresh vs. processed? Did anyone sort by the word Canada found on the label?
4. Have students take a look at their labels again and ask them to find the word Canada on them. Have students share what they found.
5. On the board, write the phrases that include Canada that students have found on the labels. Discuss with students what they think each of these phrases mean. Guide the discussion to encourage students to think critically about their food labels. Do they think “Product of Canada” and “Processed in Canada” have the same meaning?
6. After the class discussion, provide students with Appendix C. Cue students to listen for the definitions for each of the phrases found on a label as they watch the video “How to Identify Canadian Food” found on [www.eatCanadian.ca](http://www.eatCanadian.ca).
7. Discuss with students whether or not they think it is important to understand how to read food labels. Do they think most Canadians look for Canadian products and/or know what they’re looking for?
8. Have students write a formal letter to their parents/guardians about what they think they should look for when grocery shopping and what they learned about the word Canada on a food label.

## Extensions

- The class can take a trip to the local grocery store to investigate the origins of some of their favourite food and graph the results. Students could also survey customers to find out what the public knows about the word Canada on food labels.
- The teacher can have students visit the [www.oafepodcast.com](http://www.oafepodcast.com) website to interact with the *FSI: Food Scene Investigation* podcast. This resource teaches students about reading and understanding food label contents in order to make well-informed and healthy food choices.

## Assessment (for learning, as learning, of learning)

- Assessment for learning—mark the content and style of the formal letter.



In this activity, students will use [www.eatCanadian.ca](http://www.eatCanadian.ca) to collect and analyse information about the food Canada exports around the world. Students will compare the volume and value of a selected product from each province and determine what countries are Canada's largest export markets.

Materials	Curriculum Connections
<ul style="list-style-type: none"> <li>• Computers (with Internet access)</li> <li>• Graph paper/ computer graphing program</li> </ul>	<p><u>Grade 5 Social Studies: Canada and World Connections: Canada's Links to the World</u></p> <ul style="list-style-type: none"> <li>• identify and describe Canada's economic, political, social, and physical links with the United States and other regions of the world</li> </ul> <p><u>Grade 6 Mathematics: Data Management and Probability</u></p> <ul style="list-style-type: none"> <li>• collect and organize discrete or continuous primary data and secondary data and display this data using charts and graphs, including continuous line graphs;</li> <li>• read, describe, and interpret data, and explain relationships between sets of data</li> </ul>

## Teaching/Learning Strategies

1. Introduce students to the concept of trade (imports and exports). Have them look at the tags on their clothes – more than likely their shirts and shoes were made in another country. Ask them to consider the food they eat – where do they think the banana they had for a snack was grown?
2. World trade allows countries from around the world to buy and/or sell goods to other countries. Creating goods for export to other countries stimulates a country's economy – creating and maintaining jobs and a standard of living. Ask students what they think are some products Canada exports. Lead the discussion to talk about the types of food we export.
3. Students visit 'Canadian Product Information' on [www.eatCanadian.ca](http://www.eatCanadian.ca) to find export data on a variety of products.
4. Students choose one commodity and calculate the percentage of the total Canadian exports that province represents. Students should do this for all 4 years of data.
5. Using their percentage calculations, students should create a line-graph. The Y-axis will represent Percentage of Export and the X-axis the Year. Instruct them to use a different colour to represent each province.
6. With a partner or in small groups, students should compare and discuss their graphs. What do the graphs visually depict? Do they see any trends? Why do we use graphs to display information like this?
7. Students should hypothesize why they think the percentage of exports has changed over the years or remained the same.

## Extensions

- Using information from *All About Food Agri-Food Fact Book* ([www.oafe.org](http://www.oafe.org)) and [www.eatCanadian.ca](http://www.eatCanadian.ca) students create an advertisement (webpage, newspaper or magazine, video) to promote a Canadian product to a country of their choice. Students should consider the benefits of Canadian food and what another country may find are desirable traits.
- Students choose one of Canada's top 10 trading partners and research that country. Why do they import food from Canada? (population, climate, geography). What kinds of food do they import?

## Assessment (for learning, as learning, of learning)

- Assessment for learning— mark student percentage calculations and graphs for accuracy.

## Recipes the Canadian Way



In this lesson, students will use [www.eatCanadian.ca](http://www.eatCanadian.ca) to choose and compare two recipes. Students will look at the percentage of the recipe that is Canadian, the nutritional value, and the number of food groups included in each recipe. Students will investigate the factors that influence the food choices they make.

Materials	Curriculum Connections
<ul style="list-style-type: none"> <li>Computers (with Internet Access)</li> <li>Calculators (optional)</li> <li>Eating Well with Canada's Food Guide</li> <li>Appendix E—Assessment</li> </ul>	<p><u>Grade 6 Health and Physical Education: Healthy Eating</u></p> <p>C2.1 apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices to develop personal guidelines for healthier eating</p> <p><u>Grade 6 Mathematics: Number Sense and Numeration</u></p> <ul style="list-style-type: none"> <li>demonstrate an understanding of relationships involving percent, ratio, and unit rate.</li> </ul> <p><u>Grade 6 Language: Writing</u></p> <p>2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience</p>

### Teaching/Learning Strategies

*Note: A review of percent calculations and measurement conversions may be required before completing this lesson.*

- Discuss with students some of the factors they (or their parents /guardians) take into consideration when choosing to consume the food they do (i.e. taste, price, packaging, health benefits, etc.)
- Ask students if they consider where their food has been grown as a factor when making their decisions. Why or why not?
- Discuss the benefits and challenges of choosing to buy Canadian food with respect to health, transportation, economics, and the environment.
- Students visit "Make a Canadian Meal" on [www.eatCanadian.ca](http://www.eatCanadian.ca) and choose two recipes to compare. Students will be asked to answer the following questions about the meals they've chosen.
  - Which meal includes food from the highest number of food groups?
  - Which meal has the highest percentage of Canadian grown ingredients?
  - Which meal has the highest percentage of Ontario grown ingredients?
  - Which meal has the highest amount of selected minerals or nutrients? (Let the students decide which nutrients are important to them – Vitamin C, Calcium, Iron, etc.)
  - Which meal would be the cheapest to buy the ingredients for?
- Students will have to use research and mathematical skills in order to determine the answers. Websites that may prove to be helpful are; Nutrition Data <http://nutritiondata.self.com>; Health Canada - Nutrition Labeling <http://www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/index-eng.php>; Foodland Ontario <http://www.foodland.gov.on.ca>; Harvest Ontario <http://www.harevstontario.com>; Celebrate Food <http://www.celebratefood.ca>; and Health Canada's Food Guide <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>.
- Using their research, students will write a persuasive writing piece to a friend about healthy food choices by completing the sentence "Meal A is better than this Meal B because..."

### Extensions

- Students shop for ingredients and prepare one of the recipes at home with their family and share the experience with the class through a picture story, blog entry, etc.
- Students play the game *Agri-Trekking Across Ontario* found on [www.oafe.org](http://www.oafe.org) to learn more about where in Ontario their food is grown.

### Assessment (for learning, as learning, of learning)

- Assessment for learning— mark persuasive writing piece for content and style using checklist provided in Appendix E.

## Gate to Plate

### Canadian Meat

Canadian farmers care about their animals. They either raise their animals outdoors or in clean, well-ventilated facilities. Farmers make sure their animals are comfortable by controlling the temperature and light in their barns. Canada has strict rules that ensure animals are treated humanely for their whole lives. Farmers make sure that their animals are happy and healthy.



Animals in Canada are fed diets that are nutritious and safe. When animals are outside in pastures eating grass, farmers use fences to keep them out of surrounding environments like creeks and forests. The waste from the animals has to be carefully spread on fields and kept away from waterways.



The Government of Canada licenses and monitors all federally registered facilities that process meat. These buildings are inspected regularly to make sure health and safety practices are followed. Every day, employees must clean the equipment with special cleaners.



Employees at meat plants are experts at what they do. They are trained to trim excess fat and look for any problems with the meat. Canada's food inspectors conduct regular lab tests to make sure that all products are safe and of high quality.



The Government of Canada ensures that all meat produced in Canada is clearly labeled. When your family buys Canadian meat in a grocery store, you know that the animal was raised in a clean environment.



### Canadian Fruit and Vegetables

On the farm, producers manage pests with natural products and techniques that help to keep the soil and plants healthy. These also reduce the need for pesticides. The less pesticide a farmer has to use, the lower the impact their production practices have on the natural environment.



When farmers do use pesticides, they follow strict rules set out by the government. There is a limit to how much they can apply. Canadian government food inspectors test produce sold in Canada to make sure that the pesticides do not affect the safety of the food.



Workers at Canadian processing plants rinse fruits and vegetables with clean water. They also regularly wash processing equipment. Both fresh and processed fruits and vegetables are monitored for their safety and quality.



Employees carefully pack fruits and vegetables. This keeps the produce in good condition to eat. Canadian inspectors review product labels to make sure that consumers know what they are buying.



### Canadian Dairy

Canadian cows produce top quality milk because our farmers provide them with high-quality food. The food that cows eat is typically grown by farmers who use the land carefully to grow healthy crops for their animals.



Rules on the care and handling of dairy cattle help Canadian dairy farmers manage their cattle in a humane and efficient way. The cows get specialized treatment for when they are producing milk, and when they are not.



Constant temperature control keeps the milk fresh. Storage units and dairy trucks are cleaned to meet strict sanitation laws. This protects the milk against contamination. Canadian food inspectors test the finished product to help ensure the food destined for your table is safe.



Tough federal and provincial regulations are in place for the processing, packaging, and labeling of every dairy product. You can be assured that this contributes to the production of safe, wholesome and nutritious food



# *Eat Canadian! Where? What? Why?*



1. Log on to your computer.
2. Go to [www.eatCanadian.ca](http://www.eatCanadian.ca)
3. On the left hand side select the “Where to find Canadian foods”.
4. Choose three provinces and/or territories. Fill in the information in the table below using the descriptions found in each of the provinces/territories.

Province/Territory	Geography/Landscape	Food Produced (at least 3)

5. Choose 1 province and/or territory and 1 food product produced there. Describe how the geography of that region allows for that food product to be grown/raised/produced.

*The Canada Label — Food Label Terminology*

<p><b>Product of Canada</b></p>	
<p><b>Made in Canada from domestic and imported ingredients.</b></p>	
<p><b>Made in Canada from imported ingredients.</b></p>	
<p><b>Canada Organic Standards Logo</b></p>	
<p><b>Made with 100% Canadian _____.</b></p>	
<p><b>Prepared in Canada</b></p>	
<p><b>Canada Grade A or Canada No. 1</b></p>	



# The Canada Label — Food Label Terminology

## Teacher Copy

<p><b>Product of Canada</b></p>	<p>In order for a food product to say Product of Canada on the label most of the product has to be Canadian. That means that all, or virtually all, of the major ingredients, processing and labour used to make the food product must be Canadian. Generally, only a very small amount of ingredients contained in the food may be imported, that amount is 2 % or less.</p>
<p><b>Made in Canada from domestic and imported ingredients.</b></p>	<p>This means that a product was made in Canada using both Canadian and imported products.</p>
<p><b>Made in Canada from imported ingredients.</b></p>	<p>This means that a product was made in Canada but all of its ingredients are imported.</p>
<p><b>Canada Organic Standards Logo</b></p>	<p>Shows that the food you bought has met the Canadian Government standards for organic food. Any food that meets this standard can have this logo on their label regardless if it contains domestic ingredients, imported ingredients or both.</p>
<p><b>Made with 100% Canadian</b> _____.</p>	<p>Indicates that the ingredient listed makes up a large portion of the product and was grown, processed and packaged in Canada.</p>
<p><b>Prepared in Canada</b></p>	<p>This label refers to food which has been imported in bulk and packaged or prepared in Canada.</p>
<p><b>Canada Grade A or Canada No. 1</b></p>	<p>This label indicates the quality of a product, not Canadian content. This label means that the food meets the quality requirements established in Canada but does not mean it was grown or raised in Canada.</p>



*Assessment***Eat Canadian! Where? What? How? Checklist: Brochure**

	- includes accurate information about geographical characteristics
	- includes accurate information about food products produced in that region
	- draws connections between the local geography and food produced
	- uses appropriate language conventions (e.g. spelling and grammar)
	- uses appropriate forms, conventions and techniques for developing a brochure

**Recipes the Canadian Way Checklist: Persuasive Writing**

	- includes guidelines for healthier food choices
	- organizes ideas and information to write for intended purpose ( their argument and 3 supporting points )
	- includes information gathered from meal comparison (answers to at least 3 of the questions)
	- uses literary and stylistic elements appropriate for the purpose and audience
	- uses appropriate language conventions (e.g. spelling and grammar)

## Resources: Websites for Teachers and Students

Agriculture and Agri-Food Canada – [www.agr.gc.ca](http://www.agr.gc.ca)  
Agriculture and Agri-Food Canada – [www.eatCanadian.ca](http://www.eatCanadian.ca)  
Agriculture in the Classroom Canada—[www.aitc.ca](http://www.aitc.ca)  
Canadian Agriculture at a Glance: Fork in the Road—  
[www.statcan.ca/english/freepub/96-325-XIE/2007000/article/10646-en.html](http://www.statcan.ca/english/freepub/96-325-XIE/2007000/article/10646-en.html)  
Canadian Food Inspection Agency – [www.inspection.gc.ca](http://www.inspection.gc.ca)  
Canadian Organic Growers – [www.cog.ca](http://www.cog.ca)  
Canadian Partnership for Consumer Food Safety Education—[www.canfightbac.org](http://www.canfightbac.org)  
Community Supported Agriculture: Ontario Directory – [www.csafarms.ca](http://www.csafarms.ca)  
Dieticians of Canada: Celebrate Food...from field to table! - [www.celebratefood.ca](http://www.celebratefood.ca)  
Farms, Food, Fun—[www.farmsfoodfun.com](http://www.farmsfoodfun.com)  
Farmers' Markets Ontario – [www.farmersmarketsontario.com](http://www.farmersmarketsontario.com)  
Foodland Ontario – [www.foodland.gov.on.ca](http://www.foodland.gov.on.ca)  
Foodland Ontario: Availability Guide – [www.foodland.gov.on.ca/availability.html](http://www.foodland.gov.on.ca/availability.html)  
Foodlink – [www.foodlink.ca](http://www.foodlink.ca)  
Fresh Vegetable Growers of Ontario - [www.freshvegetablesontario.com](http://www.freshvegetablesontario.com)  
Greenbelt Fresh – [www.greenbeltfresh.ca](http://www.greenbeltfresh.ca)  
Grow our Farms – [www.growourfarms.ca](http://www.growourfarms.ca)  
Harvest Ontario – [www.harvestontario.com](http://www.harvestontario.com)  
Health Canada – [www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)  
Homegrown Ontario – [www.homegrownontario.ca](http://www.homegrownontario.ca)  
Locavores – [www.locavores.com](http://www.locavores.com)  
Leeds, Grenville & Lanark District Health Unit - [www.healthunit.org/nutrition](http://www.healthunit.org/nutrition)  
Ontario Farm Animal Council—[www.ofac.org](http://www.ofac.org)  
Ontario Farm Fresh Marketing Association – [www.ontariofarmfresh.com](http://www.ontariofarmfresh.com)  
Ontario Federation of Agriculture – [www.ofa.on.ca](http://www.ofa.on.ca)  
Ontario Independent Meat Processors - [www.OntarioMeatProducts.ca](http://www.OntarioMeatProducts.ca)  
Ontario Ministry of Agriculture, Food and Rural Affairs – [www.omafra.gov.on.ca](http://www.omafra.gov.on.ca)  
Ontario Rural Routes – [www.ruralroutes.com](http://www.ruralroutes.com)  
Statistics Canada, 2006 Census of Agriculture –  
[www.statcan.ca/english/agcensus2006/index.html](http://www.statcan.ca/english/agcensus2006/index.html)  
Virtual Farm Tours - [www.virtualfarmtours.ca](http://www.virtualfarmtours.ca)  
Welcome to MyMarket: Local Farmers – Real Food – [www.my-market.ca](http://www.my-market.ca)

*This resource has been developed to link with the Ontario curriculum and for that reason several of the websites listed above are based out of Ontario. Many provinces and territories will have similar organizations.*

Funding for this project was provided by Agriculture and Agri-Food Canada.



Agriculture and Agri-Food Canada  
1341 Baseline Road  
Ottawa, Ontario K1A 0C5  
[www.eatCanadian.ca](http://www.eatCanadian.ca)



Ontario Agri-Food Education Inc.  
8560 Tremaine Road, P.O. Box 460,  
Milton, Ontario L9T 4Z1  
Tel.: 905-878-1510  
Fax: 905-878-0342  
Email: [info@oafe.org](mailto:info@oafe.org)  
[www.oafe.org](http://www.oafe.org); [www.farmsfoodfun.com](http://www.farmsfoodfun.com)  
Registered Charitable # 13237 2285 RR0001

Ontario Agri-Food Education Inc. receives support from the Ontario Ministry of Agriculture, Food and Rural Affairs.