

Classroom Activity

Title: The Shared Plate/Consensus in the Kitchen: Creating a Healthy Meal Together

Audience: Can be adapted to any grade level, however, these lessons are recommended for Grades 3-5.

Overview: Students work in small groups to create a balanced, healthy meal using Canada's Food Guide and grocery store flyers. They must make all choices by consensus (everyone agrees). Students will participate in civics, nutrition, and meal planning, as well as budgeting and cost estimation.

Objectives:

Students will:

- Explain what democratic decision-making and consensus mean.
- Work collaboratively to make a group decision.
- Use Canada's Food Guide to select healthy food choices.
- Apply basic budgeting and math skills.
- Reflect on how collaboration and healthy choices connect to everyday life.

Activities and Method:

Lesson Steps

1. Introduction: Consensus in Action (10–15 min)
 - Ask: "Have you ever had to decide what to eat with other people?" "What happens if people don't agree?"
 - Explain democratic decision-making and consensus (everyone agrees, not just a vote).
 - Practice quickly as a class: "What healthy snack should we all share?" Write down options on the whiteboard and work toward consensus to model respectful listening, compromise, and agreement.
2. Explore Canada's Food Guide (10 min)
 - Review the main food categories: Vegetables and fruits, whole grains, protein foods, and water.
 - Ask: "What makes a meal balanced?" (Students must consider food options for all three categories).
3. Group Challenge: Create a Healthy Meal (25–30 min) In groups of 4–5:
 - Use grocery flyers to find foods for one balanced meal.
 - Stay under a \$25 budget.

- Must make all decisions by consensus. Students will then discuss their food options, cut and paste the food images from flyers, label the food groups, and record the total cost for their meal.

Preparation (by teacher and by students)

- Collect grocery store flyers
- Prepare dinner plate templates

Suggested Duration of Activity:

Day 1: Discussion + Meal Planning (45-50 minutes)

Day 2: Dinner Plate Poster + Reflection (45-50 minutes)

Suggested Learning Outcomes:

Big Ideas

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships and a sense of place).
- Social Studies: People from diverse cultures and backgrounds share values and ideas that can shape decision-making in communities.
- Physical and Health Education: Making healthy choices influences our physical and emotional well-being.
- Math: Numbers and operations can be used to estimate and solve real-world problems.

Core Competencies

- Collaborating requires active speaking and listening for effective interactions.
- Students use creative thinking to generate new ideas when solving problems and addressing constraints that arise as they question and investigate, and design and develop.

Social Studies Curricular Competencies

- Demonstrate collaborative skills to build consensus and resolve conflicts (Grades 3–5).
- Make ethical judgments about social issues (Grades 4–5).
- Explain why participation and cooperation are important in groups and communities.

Physical and Health Education Curricular Competencies

- Identify and apply strategies for making healthy choices.
- Describe and apply practices that contribute to health and well-being.
- Use Canada's Food Guide to plan a balanced meal.

Math Curricular Competencies

- Apply addition, subtraction, and estimation to calculate totals and stay within a budget.
- Develop and apply mental math strategies for real-life financial literacy.

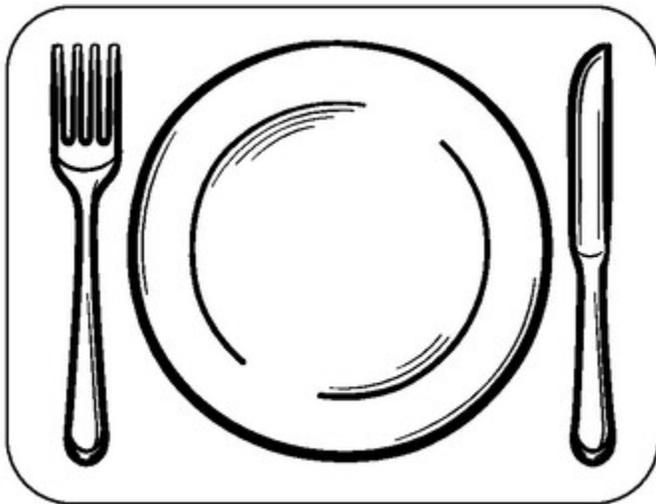
Materials & Resources:

Resources:

- Copies of Canada's Food Guide: <https://food-guide.canada.ca/artifacts/CFG-snapshot-EN.pdf>
- Link for video: <https://food-guide.canada.ca/en/tips-for-healthy-eating/make-healthy-meals-with-the-eat-well-plate/>
- Toolkit for Educators site: [Teaching Canada's food guide - Canada's Food Guide](#)
- Guiding Principles for Educators: Teaching about Food and Nutrition [Navigating the Food Guide - Guiding Principles for Educators](#)
- Cultures, food traditions and healthy eating [Navigating the Food Guide - Guiding Principles for Educators](#)

Materials:

- Grocery store flyers (paper)
- Scissors, glue, poster paper, markers
- Calculators (optional)
- Dinner Plate Template sheet



Evaluation of activity:

Share & Reflect (10–15 min).

Each group will then present their Dinner Plate Poster, explain how they reached a consensus and why their meal is considered healthy.

Suggested Class Reflection Questions:

- “What helped you agree?”
- “What was difficult?”
- “Why is it important to make decisions together?”
- How is consensus different from voting?

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NOTE: *The ideas and opinions expressed in this classroom activity belong to their authors and do not necessarily reflect those of the Legislative Assembly of British Columbia. The Parliamentary Education Office only edits for clarity.*