

Worldly Restaurants

(Grades 4 to 7)

Overview

Students will plan a restaurant menu based on a cultural group of their choosing.

Learning Outcomes

- Develop appreciation for various cultures
- Compare traditional foods unique to cultural groups
- Categorize foods into food groups
- Demonstrate a willingness to taste new or commonly consumed food

Materials

- Sample restaurant menus
- Cookbooks featuring recipes from around the world
- [BC's Food Mosaic](#) (for help exploring BC's food and cultural diversity)

Procedures

Plan a restaurant menu

- Divide the class into small groups. Each group will be planning a restaurant menu for a specific cultural group.
- Allow each group to select a cultural group to explore.
- Ask each group to plan a restaurant menu based on the cultural group they have selected.
- Encourage students to do some research into the eating habits of their chosen cultural group. Students can consult menus, cookbooks, history books, restaurant owners, and other people (including classmates).
- Ask students to categorize the menu items into the four food groups based on [Canada's Food Guide](#).
- Ask students if someone coming to their restaurant would be able to get a balanced meal?
- Have each group present their menu to the rest of the class.

Extension Activity

- If possible, ask the group to prepare one of their menu items so that classmates can sample and discuss.
- Investigate other aspects of their selected culture and discuss how they would decorate a restaurant. What dishes and utensils would be needed?

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More information for Teachers

To offset food costs, find out about [mini food grants](#).

Refer to [Kitchen Equipment for your Classroom](#) for more preparation and food safety tips.

Curriculum Links

This lesson supports Big Ideas and Learning Standards in the Physical and Health Education [BC curriculum](#) and can also link to other subject areas.

Want to do more nutrition education with your class?

Explore our other [lesson plans](#) or book a [free 1-hour workshop](#).

