



Action Schools! BC



Instructional Example

Healthy Food Choices

Subject: Physical and Health Education (PHE) Grade K

OVERVIEW

Many factors affect when and what children eat. When they have access to accurate knowledge and information about food and nutrition, children are able to be discerning about which foods they choose. It is important that students understand that eating well means using variety, balance and moderation. *Eating Well with Canada's Food Guide* and *Eating Well with Canada's Food Guide – First Nations, Inuit and Metis* (Food Guide) are tools used to teach healthy eating patterns and practices. Additionally, the Food Guide describes both the amount (quantity) and type (quality) of food people need as part of a healthy eating pattern. The recommendations provided in the Food Guide promote overall health by ensuring that nutrient needs are met each day. Healthy eating includes eating foods from each of the four food groups every day. A good place to start is learning what the four food groups are and what foods fit into each group.

BIG IDEAS

- Knowing about our bodies and making healthy choices helps us look after ourselves.
- Good health comprises physical, mental, and emotional well-being.

CORE COMPETENCIES

Communication (C)

- Acquire, interpret, and present information (e.g., understanding key terms and concepts related to healthy eating, food groups and variety).
- Explain/recount and reflect on personal experiences (e.g., students are able to identify personal food choices).

Thinking (CT)

- Developing ideas (e.g., promoting making healthy food choices through the *Eat Well Plate*).

Personal and Social (PS)

- Recognize how their decisions and actions (e.g., taking actions to make healthy food choices) affect their physical, mental health and well-being in and out of the classroom.

LEARNING STANDARDS

PHE Curricular Competencies (What Students Will Do)

Social and Community Health

- Develop and demonstrate respectful behaviour when participating in activities with others (e.g., by reinforcing the concept of working together through teamwork).

Healthy and Active Living

- Identify and explore a variety of foods and describe how they contribute to health (e.g., helping students understand why is it important to eat from a variety of food groups and stay hydrated throughout each day).
- Identify opportunities to make choices that contribute to health and well-being (e.g., teaching students to be aware of food choices and how eating food from the 4 food groups leads to positive well-being).
- Identify sources of health information (e.g., introducing students to the Food Guide and the *Eat Well Plate*).

Mental Well-Being

- Identify and describe practices that promote mental well-being (e.g., begin to understand there is a correlation between the food choices that a person makes and how they feel)

PHE Content (What Students Will Know)

- Relationships between food, hydration, and health (e.g., teaching students that there is a connection between food choice and health)
- Practices that promote health and well-being (e.g., engaging students in making healthy food choices leads to understanding of how to navigate the food environment, be thoughtful food consumers, and make healthy choices for themselves)
- Reliable sources of health information (e.g., Introducing students to the Food Guide and *Eat Well Plate* helps teach them about healthy eating resources)

COMPREHENSIVE SCHOOL HEALTH PILLARS

Relationships and Environments:

- Review classroom procedures around eating spaces in the classroom (e.g., ensuring that tables other areas where food is placed are cleaned before and after eating times).

Teaching and Learning:

- Students learn the role of healthy eating in promoting and maintaining their health and wellbeing.

Community Partnerships:

- If your school has a school meal program, invite the coordinator into the class and ask her/him to share the process of how they choose the weekly lunch and/or breakfast menu items.

School Policies:

- Review school policies around “nut aware” versus “nut allergies”.

CROSS-CURRICULAR CONNECTIONS

English Language Arts

- Read books that focus on food choices. Invite book buddies (students from older grades) to come and help their kindergarten buddies read. Suggestions: *The Beastly Feast* by Bruce Goldstone and *Zachary's Dinnertime* by Lara Levinson.

Mathematics

- **Sorting:** Begin inquiry into food groups by placing two hoops in the center of a circle. Have students gather around, then empty a large container of buttons or other manipulatives. Demonstrate how the objects can be sorted into the hoops by characteristics (such as color, size, or shape). Give students a few minutes to sort the remaining objects, ensuring they all have turn. Have students put the sorting objects back into the bin, then return to their seats. Explain that, just like sorting objects (e.g., buttons) by color, shape, or size, we also sort foods into different groups. Foods in the same food group are similar in some way.

Dramatic Play/Centre Time

- Set up a centre called ‘Dinner time’. Let students take on the role of hosting a big dinner party for all of their friends. Using the *Eat Well Plate* templates, provide food cards, pretend food, and empty food packages for students to play with.

FIRST PEOPLES PRINCIPLES OF LEARNING FOR ALL STUDENTS

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.

TIMEFRAME

- 45-60 minutes

MATERIALS AND TECHNOLOGY

- Action Schools! BC Healthy Eating learning activity *What is a Vegetable or Fruit?* (available from: www.actionschoolsbc.ca/resources)
- Video and/or book on healthy eating
- Flyers and/or magazine pictures of healthy food
- Plain white paper (8½ x 11)
- Crayons, markers, pencil crayons
- Cups/glasses (one for each student)

TEACHER TIPS

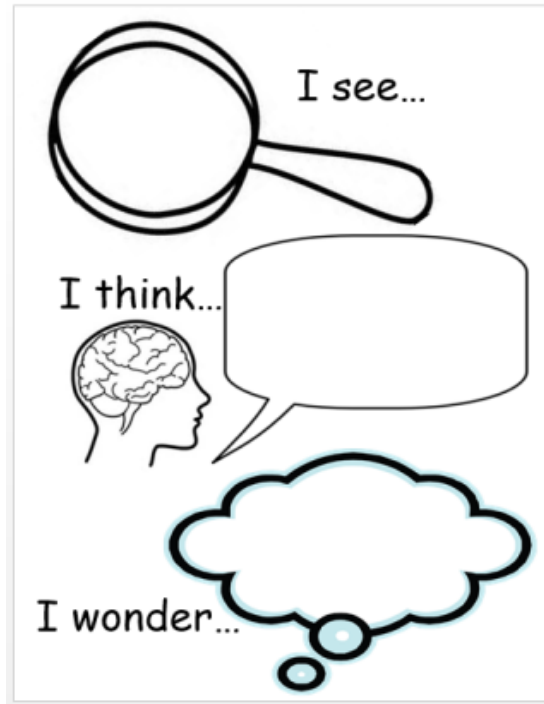
- Ensure all learners are given an opportunity to learn through visual and tactile means.
- Plan for and allow wait time (student processing of information).
- Provide equal access to materials.
- During group work, mix their ability levels which allows for peer to peer coaching and learning.
- Scaffold instruction to optimize student learning by providing a supportive environment while facilitating student independence.
- Review the video or book prior to class in order to become familiar with the content

STRATEGY

- Introduce the topic of eating healthy foods with a guided 'I see — I wonder' exercise. This technique is a variation of KWL, which allows a child's natural curiosity to emerge as well as provides valuable insights into students' misconceptions. This information then determines and designs future paths of inquiry

around eating healthy foods. Invite students to either complete this on their own (words or pictures), or follow along with the group.

- Invite students to think about why it is important to eat healthy foods. If needed, engage the students by asking them to reflect on the healthy foods they enjoy eating.



- Based on the students responses determine whether you share with the students a book or other resource on healthy eating.
 - Suggestions:
 - How Did That Get In My Lunchbox? The Story of Food by Chris Butterworth (book)
 - Gregory, the Terrible Eater by Mitchell Sharm (book)
- Build on the inquiry with the Action Schools! BC Healthy Eating learning activity *What is a Vegetable or Fruit?* (available at www.actionschoolsbc.ca/resources).
- Further challenge the students by having them become ‘food planners’. Support students by accessing the Food Guide; Eat Well Plate website- (<http://www.healthycanadians.gc.ca/eating-nutrition/healthy-eating-saine-alimentation/tips-conseils/interactive-tools-outils-interactifs/eat-well-bien-manger-eng.php>) Hover over each section of the *Eat Well Plate* to share with students healthy eating suggestions.
- Either individually or in groups, invite students to build a healthy meal, using the *Eat Well Plate* template. Ask students to clip food pictures from flyers and magazines, or to draw their own foods to place on their *Eat Well Plate*. Invite students to decorate this placemat with their favorite healthy foods from each food group. After students decorate it, mount it onto a larger piece of construction paper. Consider laminating the placemats and using them during snack time or lunch or sending them home.
- Guide their inquiry with the following information:

- Food is arranged into groups. Tell them we need to eat foods from all the colors each day. Point out the foods that people should choose more often and those they should choose less often. For example, the *Eat Well Plate* shows food group proportions and encourages students to make half their plate vegetables and fruit.
- Everyone needs food to live and grow. When we make healthy food choices we tend to feel better. Ask students to name healthy choices from each of the food groups. Discuss each food group in turn. Suggest to students to reflect on foods that they enjoy and that fit with their culture.
- Pose the questions “is water a healthy choice for us?” as well as “are there times when it is important to drink water?” Have everyone get a glass of water and discuss the benefits of this healthy drink choice. Discuss with students why water is so important for the body.
- Remind students that physical activity is important for good health. Children need to eat enough food to support growth and should be physically active at least 60 minutes every day, or most days.

ASSESSMENT

- Evaluate the student’s healthy meals, which are to illustrate a variety of (at least three) healthy food choices.

ADAPTIONS/MODIFICATIONS

- Make cards with pictures of a variety of food on them. See http://www.fns.usda.gov/sites/default/files/dmp_foodcards.pdf as an exemplar. Have students play a spin on the classic “Go Fish” card game. Have students start with three cards each. They may ask other players for missing food cards in their quest to create an *Eat Well Plate*. The goal is to “collect” complete “meals” by collecting cards from each of the food groups. For example, they may ask, “Do you have a Grain?” If another player does, that student gives one Grain card to the player who made the request. However, if they do not have that card, they say, “Keep Shopping!” and the student who asked pulls a card from the main deck. Students take turns until someone has made his or her first meal with a card from each of the food groups. If students need help remembering the food groups, they can refer to the Canada Food Guide Poster.
- Play an alphabet game where the class tries to name at least one food for each letter of the alphabet.

RESOURCES/REFERENCES

BC Ministry of Education – Guidelines for Food and Beverage Sales in BC Schools

http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/healthyschools/2015_food_guidelines.pdf

HealthLink BC: Call 811 and speak with a registered dietitian

Health Canada: Eat Well Plate <http://www.healthycanadians.gc.ca/eating-nutrition/healthy-eating-saine-alimentation/tips-conseils/interactive-tools-outils-interactifs/eat-well-bien-manger-eng.php>

Health Canada: *Eating Well with Canada's Food Guide* <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index-eng.php>

Health Canada: *Eating Well with Canada's Food Guide – First Nations, Inuit and Metis* <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/fnim-pnim/index-eng.php>