



Action Schools! BC



Instructional Example

# Healthy Food Customs

## Subject: Physical and Health Education (PHE) Grade: 2

### OVERVIEW

Creating healthy eating habits in children begins with educating them about the importance of healthy eating. Healthy eating includes eating fruits and vegetables, as well as traditional and culturally relevant foods. Children of different backgrounds experience different cultures, which are reflected in diverse family traditions and food customs. Schools can support students in celebrating their food customs while improving their knowledge of diverse food choices. This instructional example is designed to encourage students to learn more about vegetables and fruits through a *Show and Tell: Sharing and Tasting* classroom event prepared by their parents. It also seeks to emphasize the importance of eating vegetables and fruits through celebrating different cultures and traditions which, in turn, support mental well-being and a healthy self.

### BIG IDEAS

- Adopting healthy personal practices and safety strategies protects ourselves and others (e.g., celebrating students' diverse food customs while teaching them about the benefits of healthy eating can help them create a life-long healthy eating habit).
- Our physical, emotional, and mental health are interconnected (e.g., helping students to understand how their current eating habits are connected to how they form eating habits later in life).

### CORE COMPETENCIES

#### Communication (C)

- Collaborate to plan, carry out, and review constructions and activities
  - Students work together to accomplish goals, either face to face, or through digital media. (e.g., inviting students to participate in the *Food Customs Questionnaire* activity, which aims to celebrate cultures, and teaching them about the benefits of eating vegetables and fruits).

## Thinking (CT)

- Generating ideas
  - Students may generate creative ideas as a result of free play, engagement with someone else’s ideas, a naturally occurring problem or constraints, or interest or passion (e.g., engaging students in the *Food Customs Questionnaire* activity as a way to help students learn different vegetables and fruits that they have not thought of or that are not part of their food customs).

## Personal and Social (PS)

- Relationships and cultural contexts
  - Students understand that their relationships and cultural contexts help to shape who they are (e.g., the *Food Customs Questionnaire* activity invites students to celebrate their customs through vegetables and fruits and its relationship to their identity).

## LEARNING STANDARDS

### PHE Curricular Competencies (What Students Will Do)

#### ***Healthy and Active Living***

- Explore strategies for making healthy eating choices (e.g., helping students to understand how their food choices about vegetables and fruits are shaped by their cultures).
- Describe ways to access information on and support services for a variety of health topics (e.g., speaking to a trusted adult about what the different kinds of vegetables and fruits that they can choose to eat).

#### ***Mental Well-Being***

- Identify and apply strategies that promote mental well-being (e.g., helping students to explore and celebrate traditional and culturally relevant vegetables and fruits as an important part of a healthy self).
- Identify personal skills, interests, and preferences and describe how they influence self-identity (e.g., inviting students to share their food customs as a fun way to learn more about different vegetables and fruits and celebrate different cultures).

### PHE Content (What Students Will Know)

- Practices that promote health and well-being, including those relating to physical activity, nutrition, and illness prevention (e.g., raising students' awareness about the nutritional value of vegetables and fruits and encouraging students to eat them as part of their healthy eating habits).
- Factors that influence self-identity (e.g., the kinds of food that students eat represent their identities, which school can help embrace through classroom activities such as celebrating food customs).

## COMPREHENSIVE SCHOOL HEALTH PILLARS

### Relationships and Environments:

- Classroom environments are organized to encourage students to share and convey respect for diverse cultures (e.g., engaging students to participate in the *Food Customs Questionnaire* activity as a fun way to help students learn more about vegetables and fruits from different cultures, which positively contributes to the classroom climate by creating a sense of togetherness and acceptance).

### Teaching and Learning:

- Teachers are explicit about what is expected of students in regard to their participation in learning activities (e.g., inviting students to explore vegetables and fruits from different cultures, and how they can take action to eat more vegetables and fruits with respect to developing healthy eating habits and a healthy self).

### Community Partnerships:

- Invite parents to participate in a *Show-and-Tell: Food Sharing and Tasting* classroom event where parents share a favourite family salad recipe that contains a variety of coloured vegetables and fruits with the class, and have students taste different vegetables and fruits.

### School Policies:

- Adopt healthy eating as a school-wide practice that offers students opportunities to learn more about vegetables and fruits, and to appreciate and celebrate different food customs.

## CROSS-CURRICULAR CONNECTIONS

### English Language Arts

- Create and communicate (writing, speaking, representing)
  - Exchange ideas and perspectives to build shared understanding (e.g., increasing students' knowledge about diverse vegetables and fruits through the *Food Customs Questionnaire* activity, which is designed to increase their understanding of different cultures and values related to healthy eating).

### Mathematics

- Connecting and reflecting
  - Reflect on mathematical thinking (e.g., having students share how many new vegetables and fruits they have tried during the *Show-and-Tell: Food Sharing and Tasting* activity and what amount of vegetables and fruits they need to have each day).

## FIRST PEOPLES PRINCIPLES OF LEARNING FOR ALL STUDENTS

- Learning requires exploration of one's identity (e.g., experiential learning has a particular value in traditional First Peoples cultures. Engaging students in experiential learning such as participation in the Food Customs activity offers student an opportunity to try different vegetables and fruits, help them think more about their own eating habits, and, most importantly, learn more about different cultures).
- Learning involves recognizing the consequences of one's actions (e.g., First Peoples culture emphasizes a strong commitment to learner-centredness, supporting students in developing their own personal learning, while encouraging a sense of personal responsibility for learning. The hallmark of this lesson is to encourage students to try eating different vegetables and fruits as a way to promote healthy eating and develop a healthy self).

## TIMEFRAME

- 30 minutes (over two sessions)

## MATERIALS AND TECHNOLOGY

- A board and markers
- Action Schools! BC *healthy eating learning activities*, available at [www.actionschoolsbc.ca/resources](http://www.actionschoolsbc.ca/resources)
  - *Show-and-Tell: Food Sharing and Tasting* event letter (Appendix A)
  - *My Food Customs Questionnaire* (Appendix B)
  - *Food Tasting Chart* (Appendix C)
  - *Food Customs Participation Rubric* (Appendix D)
- Bowls, plates, and other associated items

## TEACHER TIPS

- Inform parents about the *Show-and-Tell: Food Sharing and Tasting* event well in advance (about four weeks), so they have sufficient time to prepare their family salad and bring it to class (Appendix A).
- Ensure any food allergies are noted and accounted for.
- Prepare diverse vegetables and fruits for the tasting event in case parents' participation rate is low and/or food security is an issue.
- Review the Food Safety Considerations in the Healthy Eating Overview guide for the "Show and Tell: Sharing and Tasting" event (available from: [www.actionschoolsbc.ca/resources](http://www.actionschoolsbc.ca/resources)).

## STRATEGY

- Pose the following question: "What is a food custom or tradition?" (Answers may include: foods we eat every day, foods we eat on special occasions or holidays, or foods that my family likes, foods from my home country, etc.).

- Have the class complete *My Food Customs Questionnaire* (Appendix B).
  - Pair students and have them complete their questionnaires.
  - Ask students to volunteer to share how their family’s food traditions are similar and different.
  - Have each pair share their learning with the class. For example, what do they learn about foods from different cultures?
  - Ask students to come up with general ideas about which foods make them happy. Why?
- Share with students the following:
  - Food is a very important and necessary part of our lives. We eat food because we need it to live; it is what gives us the nutrients that we need for our bodies to grow.
  - The food that we choose to eat is also selected because of a number of different reasons. Many of us like certain foods because we have been raised eating those foods. In many cases, whatever our parents eat or like to eat is what we eventually enjoy eating also. The region where we live as well as economics determines much of our food selection. If we lived in China we would eat a lot of rice because it is what is grown there. If we lived in a dairy community, milk products would be a large part of our diet. Our background and our environment play a great role in what and how we eat.
- Walk students through the connection between Healthy Eating and doing well in school and feeling good about themselves (Healthy Eating At School, 2016).

Benefits for doing well in school can include:	Benefits for feeling good of ourselves can include:
○ Healthy eating helps children improve focus and concentration.	○ Healthy eating helps improve children's self-esteem.
○ Healthy eating helps children sleep better and have more energy (e.g., more engaged in learning tasks).	○ Healthy eating helps children to feel good about themselves.
○ Healthy eating helps children perform better in school.	○ Healthy eating improves children's feelings and emotions.
○ Health eating helps prevent children from getting sick easily (e.g., improved school attendance and participation).	○ Healthy eating helps children develop the ability to control about food choices (e.g., good healthy eating habits last into adulthood).

- Ask students to remind their parents about the **Show and Tell: Sharing and Tasting Event**, which will be held in the next class.
- Have each student-parent pair share their family recipes with the class.
  - Ask the class to pay attention to different vegetables and fruits that are in each recipe shared by the presenters.
- Invite the class to sample different foods that have been prepared.
  - Ask the class to record 2 vegetables and 2 fruits they have tried from the recipes provided and their reaction on the *Food Tasting Chart* (Appendix C).
- Have the class share their thoughts on how the fruits and/or vegetables were part of the recipe. Ensure that there are respectful comments.
- Remind the class about the benefits of eating vegetables and fruits that they have learned in last class.
- Thank the parents and students.

- Deliver the take home message.
  - Today's lesson is designed to taste different vegetables and fruits through a cultural food tasting event. Now that you all have a chance to taste different vegetables and foods from different cultures, which new vegetable and fruit would you try eating more often. Eating vegetables and fruits is an important healthy eating goal that will help us to feel good about ourselves.

## ASSESSMENT

- Refer to the *Food Customs Participation* rubric (Appendix D).

## ADAPTIONS/MODIFICATIONS

- Option to ask students to share their *My Food Customs Questionnaire* results in a creative way (e.g. writing stories about their family's meals, performing skits, or creating artworks).
- Option to strengthen the generational involvement by asking students to interview their parents, grandparents or a trusted adult about the foods they liked eating when they were in Grade 2.
- Option to invite grandparents, elders or other caregivers to come into the school and do healthy eating cookery demonstrations.

## RESOURCES/REFERENCES

HealthyEatingATSchool.ca (2016). *Take action: Teachers*. Retrieved from <http://healthyeatingatschool.ca/uploads/handout-for-teachers1.pdf>

## APPENDIX A: SAMPLE LETTER TO PARENTS

[Insert School Name]

[INSERT DATE HERE]

**Dear Families,**

As a part of our **Physical and Health Education (PHE)** class, your child will participate in an upcoming *Food Customs* activity. The instructional goal is to celebrate different cultures and customs on healthy eating as well as to emphasize for students the importance of eating different vegetables and fruits every day.

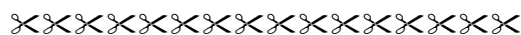
In order to create a fun, positive learning environment, where it is engaging for students to learn about different vegetables and fruits, parents/guardians are invited to participate in a **"Show and Tell: Sharing and Tasting"** event on [Insert date and time].

Parents/guardians paired with their son/daughter are invited to share a favourite family salad recipe with the class and provide a sample that contains a variety of coloured vegetables and fruits for the class. Students will be invited to taste different vegetables and fruits as part of the joint-effort between schools and parents/students to promote healthy eating habits.

**Please confirm your participation and attendance by [insert date].** Your support of the *Show and Tell* activity is helpful. I look forward to working with you and your child on this fun activity. Please do not hesitate to contact me for any reason.

Sincerely,

[Insert Name of Teacher]



**Please Return the Confirmation Slip to [Insert Name of Teacher] by [Insert Date]**

**Name of Parent/Guardian:** \_\_\_\_\_

- I will attend the "Show and Tell: Sharing and Tasting" event.
- I will share a salad recipe and provide sample for the class to taste.
- I will not be able attend the "Show and Tell: Sharing and Tasting" event.

**Note:**

For a customizable version of this letter to parents please visit the Action Schools! BC website: [www.actionschoolsbc.ca/resources](http://www.actionschoolsbc.ca/resources)

## APPENDIX B: MY FOOD CUSTOMS QUESTIONNAIRE

**Instruction:** Many of us grow up with wonderful and different food customs. Do your best to answer the following questions and to write about any unique food customs that your family may have.

**1) What is your favourite food?**

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**2) Are there foods that your family especially likes to eat (almost every day)? Name and describe them.**

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**3) Are there special food items that your family eats on holidays or during celebrations? Why do they eat these foods?**

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**4) List the name of a favourite family recipe that includes vegetables and/or fruit. Why is it a family favourite?**

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## APPENDIX C: FOOD TASTING CHART

**Instruction:** Do your best to try eating 2 different vegetables and 2 different fruits. Share with the class which one new vegetable and fruit you are willing to try eating more often.



NAME \_\_\_\_\_

# Food Tasting Chart

Name of vegetable or fruit: \_\_\_\_\_

I've tried this vegetable or fruit \_\_\_\_\_ times.

	Description	😊	😐	😞
Taste				
Texture				
Appearance				

Name of vegetable or fruit: \_\_\_\_\_

I've tried this vegetable or fruit \_\_\_\_\_ times.

	Description	😊	😐	😞
Taste				
Texture				
Appearance				

Name of vegetable or fruit: \_\_\_\_\_

I've tried this vegetable or fruit \_\_\_\_\_ times.

	Description	😊	😐	😞
Taste				
Texture				
Appearance				

Name of vegetable or fruit: \_\_\_\_\_

I've tried this vegetable or fruit \_\_\_\_\_ times.

	Description	😊	😐	😞
Taste				
Texture				
Appearance				

It can sometimes take 10 to 15 tries to like a new food, so keep trying.

APPENDIX D: FOOD CUSTOMS PARTICIPATION RUBRIC

	★★★★	★★★	★★	★
<b>Participation in class activities</b>	Students show passion and make significant contributions throughout the lesson.	Students show enthusiasm and make several contributions throughout the lesson.	Students show a general interest in the topic and make a few contributions throughout the lesson.	Students do not contribute and need teacher to ask for input throughout the lesson.
<b>Quality of comments/ideas</b>	Comments are thoughtful; demonstrate a clear understanding of the lesson.	Use appropriate vocabularies from the lesson when sharing ideas around eating healthy most of the time.	Show efforts to share relevant ideas around eating healthy some of the time.	Comments lack appropriate vocabularies from the lesson and rely mostly on classmates' opinions.
<b>Listening skills</b>	Students show respect; listen closely when others speak/present ideas; extend the discussion by adding new ideas.	Students pay attention when others speak/present ideas. Occasion reminder of focus of the discussion is needed.	Students have a tendency to share ideas when others speak. Need constant reminder of focus of the discussion.	Students talk when others speak, and ask questions do not relate to the lesson.