



Action Schools! BC



Instructional Example

# Healthy Menu Planning

## Subject: Physical and Health Education (PHE) Grade 6

### OVERVIEW

Providing students opportunities to critically think about information around the topic of food allows them to then build on the understanding that there is a relationship between food choices and well-being. This learning experience enables students to examine and evaluate their food choices and food-related behaviour; make decisions about their food choices and justify those choices; challenge opinions and positions and take action (individually and collectively) to address food and nutrition-related issues.

### BIG IDEAS

- Healthy choices influence our physical, emotional, and mental well-being.
- Learning about similarities and differences in individuals and groups influences community health.

### CORE COMPETENCIES

#### Communication (C)

- Connect and engage with others (to share and develop ideas) - (e.g., engage students in conversations where they listen, contribute, develop understanding and relationships, learn to consider diverse perspectives, and build consensus to connect what students already know).

#### Thinking (CT)

- Analyze and critique (e.g., Students learn to analyze and make judgments about how to menu plan in a way that supports health and well-being. They consider purpose, focus on evidence, and use criteria - explicit or implicit- to draw conclusions and make defensible judgments or assessments.)
- Question and investigate (e.g., Students identify and explore questions or challenges with choosing foods to eat. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and draw reasoned conclusions).

## Personal and Social (PS)

- Well-being (e.g., Students who are personally aware and responsible recognize how their decisions and actions affect their mental, physical, emotional, social, cognitive, and spiritual wellness, and take increasing responsibility for caring for themselves. They keep themselves healthy and physically active, manage stress, and express a sense of personal well-being).

## LEARNING STANDARDS

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

#### *Healthy and Active Living*

- Explore and plan food choices to support personal health and well-being (e.g., Students make choices every day about what, when and how much they eat. Helping them think critically about these choices is an important part of developing their ability to make choices that support their overall health and well-being).
- Describe the impacts of personal choices on health and well-being (e.g., providing students with an inquiry into different methods of planning meals and exploring patterns of eating (diets) that support health and well-being).
- Analyze health messages and possible intentions to influence behaviour.
- Identify, apply, and reflect on strategies used to pursue personal healthy-living goals (e.g. setting goals that incorporate healthy menu items).

#### *Mental Well-Being*

- Describe and assess strategies for promoting mental well-being, for self and others (e.g. engaging students in self-discovery of what constitutes healthy menu planning allows for an increase self-ownership of future menu planning and food choices).

### PHE Content (What Students Will Know)

- Influences on food choices (e.g. teaching students that healthy menu planning includes variety, balance and moderation).
- Sources of health information (e.g. using the Eating Well with Canada's Food Guide and/or Canada's Food Guide for First Nations, Inuit and Metis).

## COMPREHENSIVE SCHOOL HEALTH PILLARS

### Relationships and Environments:

- Ensure student ideas are celebrated and shared through active listening and acknowledgement of other ideas.

## Teaching and Learning:

- Students learn to build a menu that supports their health and well-being.

## School Policies:

- Ensure that your school is following the *Guidelines for Food and Beverage Sales in B.C. Schools*, around the food sold and whether it meets the minimum nutrition standards that support the health and well-being of students.

## CROSS-CURRICULAR CONNECTIONS

### English Language Arts

- Exploring and sharing multiple perspectives extends our thinking. Invite students to share their understandings with another peer around what constitutes a balanced diet.

### Mathematics

- Have students choose a food item and then calculate how many servings are in the container, how much of the different nutrients, fat, calories, etc. is in their food container. Then subtract this amount from the daily-recommended amount. Use this math lesson to touch on good nutrition/eating habits.

## 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

- 2-3 hours (this instructional example can occur over one or more days)

## MATERIALS AND TECHNOLOGY

- Action Schools! BC Healthy Eating resource - *Know Your Nutrients* (available from: [www.actionschoolsbc.ca/resources](http://www.actionschoolsbc.ca/resources))
- Health and Wellness Notebook/Journal or paper for each student
- Pencils or other writing materials for each student

## TEACHER TIPS

- Ensure that you teach to the learning styles in your classroom (auditory, visual, tactile/kinesthetic)
- Group students to allow for peer tutoring and support
- Review *Eating Well with Canada's Food Guide* and the Resource for Educators and Communicators (<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>)
- Review the websites and/or books before the class to become familiar with the content
- Review information, tips and tools on menu planning from *EatRight Ontario* (<http://www.eatrightontario.ca/en/MenuPlannerResources.aspx>)

## STRATEGY

- Begin by engaging students with the following questions to connect what students already know:
  - Why do you eat? (Answers can include: to give our bodies what they need to function, for pleasure and enjoyment).
  - What kinds of foods do you like to eat?
  - How do you choose what foods you eat? (Answers may include: I choose foods I like, foods my family prefers, foods I can afford, foods that are available to me, I don't choose my foods, etc.).

As students share their ideas feel free to write them on the board.

- Share with the students how a person needs to have a variety of foods in different amounts to meet their physical nutrient and energy needs (which is one of the reasons of why we eat). Eating a well-balanced diet is a great way to feel your best every day physically, mentally and emotionally.
- Build on the inquiry with the Action Schools! BC Healthy Eating resource- *Know Your Nutrients* (available from: [www.actionschoolsbc.ca/resources](http://www.actionschoolsbc.ca/resources)) learning activity.
- Invite students to think about what constitutes a healthy diet (diet being defined as a pattern of eating) Answers will vary:
  - balance (choosing foods from every food group, i.e. fruits and veggies, whole grains, foods with calcium like milk and alternatives, and foods with protein like meat and alternatives);
  - moderation (eating enough for our nutrient needs and for enjoyment, but not too much or too little); and
  - variety (choosing different kinds of foods and preparing and eating them in different ways).

Healthy diets generally include the largest number of servings from the Vegetables and Fruit food group.

- Next, have students investigate different ways to plan food choices; looking at cookbooks, family recipes, searching websites, watching YouTube cooking videos, reading magazines, talking with each other, etc. Direct their investigation by asking questions like "what foods do you like to eat? What foods do you or your family members know how to make? What foods should we eat most often and what foods should we have only occasionally?"

- Have the students complete a **What I See, What I Think, What I Wonder** in their journal about the resources they accessed that included health messaging (i.e. fad diets, superfoods, sponsored websites), and if this was intended to influence the way that they eat. Allow students to share if they wish.
- Using the information they have come up with, have the students develop a healthy menu for a day, with 3 meals and 2-3 snacks. To be healthy, it should have:
  - balance (all four food groups),
  - variety (different foods throughout the day – variety is the spice of life!), and
  - include minimally processed foods.

As we are not asking students to determine amounts to eat, moderation doesn't need to be included in this activity.

- Provide students with a menu planner if desired (included as Appendix A).

## ASSESSMENT

- Evaluate the students' healthy menus.
- Check for student understanding of what constitutes a balanced diet.

## ADAPTIONS/MODIFICATIONS

- N/A

## EXTENSION ACTIVITIES

Students can take menu planning one step further by analyzing existing menus from local restaurants. After establishing the characteristics of the genre, students work in groups to choose a restaurant and then create their own custom menus. They then analyze the use of adjectives and descriptive language on sample menus before revising their own menus with attention to descriptive phrasing. The final menus can be customized to fit the needs of your class. In advanced classes or situations where you can allow extra time for writing and publishing the menus, students can create fully detailed menus that include foods for all meals as well as details about the restaurant itself, such as history of the restaurant or background on the foods. Further arrange students in groups and have each group design one page or section of the menu.

## RESOURCES/REFERENCES

- Cookspiration: <https://www.cookspiration.com/>
- EatRight Ontario – Menu Planner Resources  
<http://www.eatrightontario.ca/en/MenuPlannerResources.aspx>
- HealthyFamilies BC Food & Nutrition: <https://www.healthyfamiliesbc.ca/eating>
- HealthLink BC: Call 811 and speak with a registered dietitian

- Health Canada – Eating Well with Canada’s Food Guide: A Resource for Educators and Communicators [http://www.hc-sc.gc.ca/fn-an/alt\\_formats/hpfb-dgpsa/pdf/pubs/res-educat-eng.pdf](http://www.hc-sc.gc.ca/fn-an/alt_formats/hpfb-dgpsa/pdf/pubs/res-educat-eng.pdf)
- Health Canada: Eating Well with Canada’s Food Guide- First Nations Inuit and Metis <http://www.hc-sc.gc.ca/fn-an/pubs/fnim-pnim/index-eng.php>

## APPENDIX A: MENU PLANNER

	Breakfast	Snack	Lunch	Snack	Dinner	Snack
<b>Day of the Week:</b>						
<b>Time of Day</b> (example: 8AM)	Time:	Time:	Time:	Time:	Time:	Time:
<b>Meal:</b> Balanced meals include 3-4 Food Groups. Balanced snacks include 1-2 Food Groups.						
<b>Food Groups Included:</b>	<input type="checkbox"/> Vegetables & Fruit <input type="checkbox"/> Grain Products <input type="checkbox"/> Milk & Alternatives <input type="checkbox"/> Meat & Alternatives	<input type="checkbox"/> Vegetables & Fruit <input type="checkbox"/> Grain Products <input type="checkbox"/> Milk & Alternatives <input type="checkbox"/> Meat & Alternatives	<input type="checkbox"/> Vegetables & Fruit <input type="checkbox"/> Grain Products <input type="checkbox"/> Milk & Alternatives <input type="checkbox"/> Meat & Alternatives	<input type="checkbox"/> Vegetables & Fruit <input type="checkbox"/> Grain Products <input type="checkbox"/> Milk & Alternatives <input type="checkbox"/> Meat & Alternatives	<input type="checkbox"/> Vegetables & Fruit <input type="checkbox"/> Grain Products <input type="checkbox"/> Milk & Alternatives <input type="checkbox"/> Meat & Alternatives	<input type="checkbox"/> Vegetables & Fruit <input type="checkbox"/> Grain Products <input type="checkbox"/> Milk & Alternatives <input type="checkbox"/> Meat & Alternatives

Pick foods that you enjoy eating and that will provide you with the nutrients and energy you need to stay healthy. Make sure you choose lots of fruits and veggies! You don't need to fill in every snack – only the ones you usually eat.