



Action Schools! BC



Instructional Example

Healthy Snacking

Subject: Physical and Health Education (PHE) Grade 3

OVERVIEW

Healthy snacks are a great way for children to stay energized while getting the important vitamins and minerals they need to grow and develop. Most children eat a snack at least once during the day, so it is important for them to understand that healthy snacks are a great way to support their overall health. This instructional example engages students in identifying and creating healthy food choices for snacking in a variety of settings.

BIG IDEAS

- Adopting healthy personal practices and safety strategies protects ourselves and others.
- Our physical, emotional, and mental health are interconnected.

CORE COMPETENCIES

Communication (C)

- Acquire, interpret, and present.
 - Students reflect and present their ideas of healthy snacking through *The Snack Shack* menu planning activity.

Thinking (CT)

- Generating and developing Ideas.
 - Students create ideas as a result of healthy menu planning and present their information through a variety of sources such as a skit or other method of presentation.

Personal and Social (PS)

- Well-being.
 - Students understand the benefits on mental well-being of healthy snacking through discussion and reflection.

LEARNING STANDARDS

PHE Curricular Competencies (What Students Will Do)

Healthy and Active Living

- Explore and describe strategies for making healthy eating choices in a variety of settings (e.g., engaging students to be aware of menu options and choices for healthy snacking).
- Describe ways to access information on and support services for a variety of health topics (e.g., supporting students in finding information through *Canada's Food Guide* and/or *Canada's Food Guide for First Nations, Inuit and Metis*).

Mental Well-Being

- Identify and describe practices that promote mental well-being (e.g., describing the effects of healthy snacking on how you feel).

PHE Content (What Students Will Know)

- Practices that promote health and well-being, including those relating to physical activity, sleep, and illness prevention (e.g., teaching students about the connection between eating healthy foods and physical and mental well-being).
- Nutrition and hydration choices to support different activities and overall health (e.g., linking the connection between nutritious food and overall health).
- Strategies for accessing health information (e.g., students can use different sources of information to gather and generate ideas for menu planning).

COMPREHENSIVE SCHOOL HEALTH PILLARS

Relationships and Environments:

- Students collaboratively work together in groups.

Teaching and Learning:

- Students understand the connection between healthy snacking and mood/behaviours.

Community Partnerships:

- Visit a local grocery store where students can learn about a variety of healthy food choices.

School Policies:

- Ensure classroom policy on healthy snacking is shared with school administration.

CROSS-CURRICULAR CONNECTIONS

English Language Arts

- Using language in creative and playful ways helps us understand how language works. Have students look up and define cooking terms in the directions of their recipes; words such as sauté, chop, dice, mince, simmer, boil. Have the students write a creative story using several of the cooking vocabulary words.

Social Studies

- Assign research on famous chefs or certain cuisines from around the world.

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 – *Go for Low* (available from: www.actionschoolsbc.ca/resources)
- Chart paper, white board, or smart board
- Health and Wellness notebook/journal, or lined paper for each student
- Pencils for each student

TEACHER TIPS

- Provide equal access to all materials for all students. Be aware of students' groupings. Heterogeneous groupings have been shown to be most effective for cooperative learning.
- Ask students open-ended questions to foster inquiry.
- Avoid rejecting and/or discouraging of any students ideas.
- Encourage students to find solutions on their own.
- Encourage collaboration among students.
- Have ideas ahead of time regarding what constitutes a healthy snack for children. Consider the food groups from *Canada's Food Guide* – including foods from at least 2 food groups makes a well-balanced snack.
- Ensure students understand that eating well means using variety, balance and moderation in what we choose to eat daily. Eating when our bodies don't really require food (like when we're not hungry) can lead to overeating.

STRATEGY

- Explain to students that a new restaurant is opening in town called *The Snack Shack* and that they are to design *The Snack Shack's* menu based on healthy foods that kids like to eat.
- Working collaboratively in groups, it is their job to create the menu, which will have three sections: school snacks, home snacks and on-the-go snacks (i.e. snacks you eat when you're not at home or school). As a point of entry into this inquiry, prompt students to think about the snacks they eat at home, as well as the ones they eat in school. Start by having students brainstorm all types of snacks.
- Based on what they come up with, ask them to place them into three categories: snacks to choose most often (i.e. healthy snacks you can eat every day, and include at least 2 food groups), choose sometimes (i.e. include only 1 food group, or an item high in either sugar, salt or fat), and special treats (i.e. foods that don't fit into any food groups, foods high in salt, sugar or fat, like chips and chocolate bars); where they think the snack fits best. If students aren't sure which category a snack fits into, have them guess – this isn't an exact science! Invite them to continue to add or delete snacks into/from each section as they work through this.
 - Choose most often and choose sometimes snack suggestions may include fruit with yogurt, veggies and dip, hummus and pita, nuts, popcorn, cheese and an apple, hardboiled egg, cottage cheese, edamame, peanut butter crackers, fig bars, applesauce, low-sugar fruit cups, pretzels, rice cakes, smoothies, reduced-sugar chocolate milk, low-sugar cereal with fortified, unsweetened soy beverage.
- Build on the inquiry with the Action Schools! BC Healthy Eating *Go for Low* learning activity (available from: www.actionschoolsbc.ca/resources).
- Have students choose the snacks they want on their menu, with the direction that most items, regardless of section, should be 'choose most often'. The second most should be 'choose sometimes'. One or two treats, for special occasions, fit too. Create the menu.

- Allow students to elaborate on this by incorporating prices, designing a logo, creating a ‘jingle’, or acting out a scenario.
- Have students reflect on the project either in a journal entry individually, or through a class discussion. Questions to pose to allow students to think about their menu could include:
 - Would this menu be allowed in their house? Why or why not?
 - What is their favourite healthy snack? Why? Is it connected to taste? An experience? A memory?
 - When is the best time to eat their favourite healthy snack?
 - Who makes the snack? How do they help?
 - Why is it a good idea to eat healthy snacks?
 - The students could make a chart:

Snack	Why do you like this snack?	When is the best time to eat this snack?	Do you help make the snack?
Veggies and hummus	It tastes good and I like to dip things.	After school, at home.	I help with scooping out the hummus.

- In preparation of the students sharing *The Snack Shack* menu with their parents, invite them to explain to a classmate at least three good reasons why they should eat a variety of healthy snacks (e.g., provides more energy, makes me feel better, protects against getting sick, provides nutrients my body needs, etc.). Create a class list of reasons.
- Have students share the menu with their families. Ensure the students share any responses they get from taking the menu home to their families.
- Lead a class discussion about the different snacks students chose for the different settings (school, home, and outside of school and home). What strategies can they think of that support making healthy choices in each of them? Answers may include packing their snacks the night before, helping their caregivers with grocery shopping, knowing easy snacks to make that they like to eat, etc.
- Conclude this inquiry by posing this question with students. What is the link between the food you eat and how you feel? Ask them to write in a journal entry how food makes them feel. Ask probing questions, like what foods make your body and mind feel good? What foods “slow you down”? What foods would you want to eat before you play your favourite sport?

ASSESSMENT

- Evaluate whether students are able to answer each question (can be oral or written).
 - What are good times of the day to have a healthy snack?
 - Name five healthy snacks you can eat between meals.
 - True or False: Healthy snacks should have at least two food groups.
 - Draw a line through the snacks that are not healthy choices (i.e. special treats):

- carrots and dip,
 - potato chips,
 - grapes and whole-grain crackers,
 - cookies,
 - hummus and pita,
 - celery and peanut butter,
 - oranges,
 - Edamame,
 - donuts
- Assess the progress of students throughout this lesson with the following options:
 - Students' reflections — students are asked to write and share their reaction to the total engagement
 - Student learning logs
 - Student response to class members' presentations
 - Teacher observation, focusing on processes utilized by students, content explored, and attitudes displayed in the learning environment

ADAPTIONS/MODIFICATIONS

- Consider planning a field trip to a local grocery store where students can learn about a variety of healthy food choices.

EXTENSION ACTIVITY

- Have students create a video promoting *The Snack Shack*, or create a skit highlighting the items on *The Snack Shack* menu.

RESOURCES/REFERENCES

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 – A Resource for Educators and Communicators*

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/resource-ressource-eng.php>

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>

Health Canada: Smart Snacking

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/using-utiliser/snacks-collations-eng.php>

HealthLink BC: Call 811 and speak with a registered dietitian