

TABLE 2: Grade-Specific Examples for How to Use the Guiding Principles

<p>GRADES K TO 2</p>
<p>Exploration of foods and eating</p> <ul style="list-style-type: none"> • develop skills related to identifying, growing, preparing and sharing food • recognize that eating different foods helps our bodies feel satisfied • discover that food gives us pleasure and connection, as well as the energy to grow, play and learn. • explore how food connects to self, family, history, culture, tradition, nature and community
<p>Classification of foods</p> <ul style="list-style-type: none"> • identify foods by non-nutrition attributes such as colour, shape, taste, texture, sound, smell, and where and how it grows
<p>GRADES 3 TO 5</p>
<p>Exploration of foods and eating</p> <ul style="list-style-type: none"> • develop skills related to growing, preparing and sharing food • recognize that eating different foods helps our bodies grow • discover that all foods give us energy to play and learn • explore how food connects to history, culture, tradition and ecology
<p>Classification of foods</p> <ul style="list-style-type: none"> • identify foods by non-nutrition attributes such as colour, shape, taste, and where and how it grows • identify foods by Canada’s food guide grouping (e.g. “What foods are made from grains?”) without labelling nutritional attributes such as fibre, vitamins, and minerals
<p>Reflecting and connecting ideas</p> <ul style="list-style-type: none"> • reflect on how food gives us pleasure and connects to self, family, history, culture, tradition, nature and community • reflect on how family, culture, peers, advertising and social media messages influence food choices • invite curiosity about feelings of hunger and satisfaction, and taste preference • nurture body trust (e.g. hunger cues, taste preferences) as opposed to using external cues (e.g. portion size, time of day) to decide whether and how much to eat

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GRADES 6 to 8
<p>Exploration of foods and eating</p> <ul style="list-style-type: none"> • develop skills related to growing, cooking and sharing food • explore how food connects to history, culture, tradition and ecology
<p>Classification of foods</p> <ul style="list-style-type: none"> • identify foods by Canada’s food guide grouping (e.g. “What foods are made from grains?” and “what foods do you know that are whole grain?”) to support seeking opportunities to increase food variety (over time and in consideration of what’s available to them)
<p>Balance and quality of foods in eating</p> <ul style="list-style-type: none"> • recognize that all food gives us energy and eating a variety of food helps our bodies grow and have the energy to do the things we need and want to do • learn to plan meals and snacks that include a variety of foods and beverages, including vegetables and fruit, protein foods, and whole grain foods – especially those that are culturally and personally relevant <p><i>Note: If teaching about nutrients to older students, apply the guiding principles, neutrally discuss nutrient roles in the body and connect them to foods and their groupings (e.g. fibre aids in digestion and can be found in whole grains, vegetables and fruit, legumes, nuts, and seeds).</i></p>
<p>Reflecting and connecting ideas</p> <ul style="list-style-type: none"> • reflect on how food gives us pleasure and connects to self, family, history, culture, tradition, nature and community • reflect on what influences food choices such as advertising, social media, colonization, diet culture messages, and food access • invite curiosity about feelings of hunger and satisfaction, and taste preference • encourage body trust (e.g., listen to our bodies cues of hunger and satisfaction) as opposed to using external cues (e.g. portion sizes) to decide how much to eat • recognize body diversity and think critically about how bodies are represented in the media

For more information on age-appropriate nutrition education-based learning opportunities and outcomes please see **Evaluation Rubric from the Perspective of ecSatter and fdSatter Nutrition Education Programs and Materials.**