



Healthy Lunches

Grade 2 | Making Healthy Choices

Learning Goals

By the end of this lesson, students will be able to:

- use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analyzing and solving problems, making decisions and evaluating their choices in connection with learning in health and physical education
- use *Eating Well with Canada's Food Guide* to assess the nutritional value of meals, and identify food and beverage choices that enhance healthy growth and development.

Facility

Classroom

Equipment List

20 – 30 copies of *Eating Well with Canada's Food Guide*, available from http://www.hc-sc.gc.ca/fn-an/alt_formats/hpfb-dgpsa/pdf/food-guide-aliment/view_eatwell_vue_bienmang-eng.pdf or your local public health unit

Chart paper and tape

4 – 6 copies of [file:1286] cut into 4

 [Teacher Resource 1: Four Food Group Labels](#)

 [Teacher Resource 2: Healthy Lunches Anecdotal Recording Chart](#)

 [Teacher Resource 3: Food Pictures](#)



Healthy Lunches

Grade 2 | Making Healthy Choices

 [Teacher Resource 4: Picture of a School Lunch](#)

 [Student Resource 1: Food Section Sorting Mat](#)

Minds On

Share and clarify the lesson Learning Goals using student-friendly language.

The class sits in a circle with the teacher. Hand out one picture from Teacher Resource 3: Food Pictures to each student or pair of students. Go around the circle as students show and identify each food.

Explain to students that foods can be sorted into different food groups. Have students identify the four food groups. Display Teacher Resource 1: Four Food Group Labels as students identify each group. Attach each label to a piece of chart paper. Ask students to sort the food pictures into the four food groups by taping their food picture to the correct piece of chart paper. Encourage students to think critically about the food group that the food item may belong to. Students share their ideas with a partner and discuss what they know of the food group that their partner selected. Invite students to come up to the front of the class to tape their food item in its corresponding spot on the chart paper and provide verbal feedback to ensure that the food items have been correctly placed.

A&E - Minds On

Teacher observation of students' prior knowledge of the names of the four food groups and of their ability to apply critical and creative thinking skills to determine which foods belong in each food group



Healthy Lunches

Grade 2 | Making Healthy Choices

Action

Explain to students that choosing foods from each of the four food groups helps them get the nutrients they need and that avoiding eating foods from one food group may cause them to miss some key nutrients or to eat too much fat, sugar or salt.

Hand out a copy of Student Resource 1: Food Selection Sorting Mat to each student and instruct students to print the correct names of each food group onto their mat.

Using Teacher Resource 4: Picture of a School Lunch, show a school lunch that includes rice, chicken and carrot sticks. Place the picture of the lunch on the board so that students can refer to it as they complete the activity. Using direct instruction, invite students to identify the foods that are shown in the picture and instruct them to draw that food item in its matching food group box on Student Resource 1: Food Selection Sorting Mat. (Students will have an empty spot in the Milk and Alternatives section on their mat.)

Teacher prompt: "What food groups are shown in this lunch?" Student response: "Meat and alternatives, vegetables and fruit, and grain products."

Teacher prompt: "What food group is missing?" Student response: "Milk and alternatives."

Teacher prompt: "What could we add to this lunch to make it healthier and to help us eat from all four food groups?" Student response: "We could add a carton of milk or yogurt from the Milk and Alternatives group to make it even healthier."

Using direct instruction, invite students to add one more item to the lunch that could make it a healthier choice by drawing it in the correct food group box on their mats.

Ask students to discuss healthy beverage options that could be included with this lunch and encourage them to share their ideas with the class. Record student responses on the board (e.g., water, chocolate milk, regular milk, unsweetened vegetable and fruit juice). Invite students to select a beverage option from the ideas listed on the board and draw a picture of the beverage on the back of their chart.



Healthy Lunches

Grade 2 | Making Healthy Choices

A&E - Action

Teacher observation of students' ability to use *Eating Well with Canada's Food Guide* to assess the nutritional value of meals using food groups, and to identify food and beverage choices that enhance healthy growth and development using Teacher Resource 2: Healthy Lunches Anecdotal Recording Chart

Consolidation

Divide students into groups of 3 – 5. Distribute a cut-up copy of Teacher Resource 1: Four Food Group Labels to each group.

Read the following story aloud to students. As you read the story and mention each food eaten, groups hold up a label to classify the food in a food group.

The Story of Husam and Nick

One day, Husam and his friend Nick decided to take a picnic lunch up to their favourite branch in the big oak tree. They raided the fridge in Husam's kitchen to put together some favourite foods for their adventure. Husam chose a bagel and put some peanut butter on it. Nick put a cheese slice and a slice of ham in a pita pocket for his lunch. They wrapped their creations and threw everything they would need into their backpacks. Both boys grabbed a handful of crackers for the trip and headed for the big tree.

Nick and Husam carefully climbed the big oak tree until they came to the spot where a branch split off from the trunk. There was plenty of room for two adventurers to sit safely and enjoy their picnic lunch. The boys ate until they were thirsty. Nick offered to trade his chocolate milk for Husam's orange juice and Husam agreed. A little grey rabbit hopped out of the bushes below them, and that reminded them to eat the carrot sticks they had in their packs. A banana and a few grapes topped off their "picnic in the air" and left them feeling full of energy for the afternoon ahead. They packed up their bags quickly when Nick said, "Let's get your soccer ball, Husam, and have a game of one-on-one!"

Explain that one of the most important things about healthy eating is to balance your food choices, or to choose a variety of foods from each food group every day. *Teacher prompt:* "Did Nick and Husam make a balanced healthy choice for their lunch?" *Student response:* "Yes, because they chose food from all the food groups."



Healthy Lunches

Grade 2 | Making Healthy Choices

A&E - Consolidation

Teacher observation of students' knowledge and understanding of different types of healthy food and beverage items that can be included in school lunches

Ideas for Extension

- Have students cut out pictures from a local grocery flyer to create a salad with food from all the food groups.
- Instruct students to glue their pictures in the shape of a bowl.
- Have students orally identify the food groups they cut out to create their salad and to give their salad a fun name, showing their creation to the large group.

Next Steps

- Ask students to bring in an empty drink container of the beverage they choose most often.
- After visualizing the size of one serving, students will learn how many servings of each food group they require.

Notes to Teacher

Healthy eating is something that can be reinforced every day during the school year, and the teacher is a key role model in the delivery of this message. Teachers should attempt to ensure that the healthy eating messages they are delivering in class are being reinforced by what the rest of the school is doing to promote healthy eating. See information on the Ministry of Education's School Food and Beverage Policy provided below.

Copies of *Eating Well with Canada's Food Guide*, including the Resource for Educators, may be downloaded for free at

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/order-commander/index-eng.php#1>, or you may order individual copies for your class by calling TTY: 1-800-926-9105 or by contacting your local public health unit/department.



Healthy Lunches

Grade 2 | Making Healthy Choices

Eating Well with Canada's Food Guide – First Nations, Inuit and Métis is also available for free ordering or downloading at <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/fnim-pnim/index-eng.php>, or by contacting your local public health unit/department.

Eating Well with Canada's Food Guide is available in 10 different languages. Consider providing ELL/ESL students with copies in their first language.

Eating Well with Canada's Food Guide In 2007, Canada's Food Guide to Healthy Eating was redesigned and renamed *Eating Well with Canada's Food Guide*. This revision was intended to reflect the updated nutrient recommendations (Dietary Reference Intakes) and to help make the Guide easier to understand and use. *Eating Well with Canada's Food Guide* describes the amount and types of food considered to be part of a healthy eating pattern. This type of pattern helps individuals meet their nutrient needs, reduce their risk of chronic disease and achieve overall health and vitality. When teaching with *Eating Well with Canada's Food Guide*, use the rainbow design to help communicate that the different sizes of the arcs represent the proportion of each food group in a healthy eating pattern.

Eating Well with Canada's Food Guide recommends enjoying a variety of foods from each of the four food groups: Vegetables and Fruit, Grain Products, Milk and Alternatives, and Meat and Alternatives.

(Copied with permission from *Discover Healthy Eating! A Teacher's Resource for Grades 1-8*, (2009), Public Health Professionals in Ontario.)

Ministry of Education's School Food and Beverage Policy The School Food and Beverage Policy (Policy/Program Memorandum No. 150) requires that all food and beverages offered for sale in Ontario's publicly funded elementary and secondary schools for school purposes comply with the requirements set out in the policy, including the nutrition standards, by September 1, 2011.

The nutrition standards apply to all food and beverages sold in all venues (e.g., cafeterias, vending machines, tuck shops/canteens), through all programs (e.g., catered lunch programs), and at all events (e.g., bake sales, sports events). For more information, visit the Ministry of Education's website at <http://www.edu.gov.on.ca/eng/healthyschools/policy.html>.

Four Food Group Key Messages

Vegetables and Fruit

Eat at least one dark green and one orange vegetable each day.

- Dark green vegetables are important sources of folate. Examples include broccoli, spinach, romaine lettuce, green beans, brussels sprouts and bok choy.
- Orange vegetables are rich in carotenoids such as beta-carotene, which the body converts to vitamin A.



Healthy Lunches

Grade 2 | Making Healthy Choices

These vegetables include carrots, squash and sweet potatoes. Some orange-coloured fruit such as apricots, cantaloupe, mango and papaya are also important sources of carotenoids. You can eat them in place of an orange vegetable.

Choose vegetables and fruit prepared with little or no added fat, sugar or salt.

Most vegetables and fruit are naturally low in fat. Examples of higher fat choices include French fries, onion rings, salads with large amounts of dressing, and fruit served with cream. Choose fresh fruit, unsweetened frozen fruit or fruit packed in water or juice. Look at the Nutrition Facts table on the package to find the amount of fat and salt (sodium) in prepared and packaged vegetables. Use fresh or dried herbs, spices, flavoured vinegars or lemon juice instead of salt to enhance the flavour of vegetables.

Have vegetables and fruit more often than juice.

Vegetables and fruit contain fibre while their juices contain little to none. Fibre can help you feel full and satisfied. Youth should be encouraged to try a variety of vegetables and fruit.

Grain Products

Make at least half of your grain products whole grain each day.

Whole grains and whole-grain foods are composed of all three layers of the grain seed or kernel:

- The bran (outer layer) provides all of the fibre as well as B vitamins; minerals such as magnesium, iron and zinc; phytochemicals; and some protein.
- The endosperm (middle layer) accounts for the majority of the weight of the grain and is composed mostly of carbohydrate and protein.
- The germ (inner layer) provides B vitamins, unsaturated fats, vitamin E, minerals and phytochemicals.

Examples of whole grains include brown rice, bulgur, pot barley, quinoa, whole oats or oatmeal, whole-grain wheat and whole rye. You can find out if a product is made with whole grain by reading the ingredient list on the food label. Whole-grain foods will have the words “whole” or “whole grain” followed by the name of the grain as one of the first ingredients.

Choose grain products that are lower in fat, sugar or salt.

Baked goods such as cakes, croissants, doughnuts, pastries, pies and most cookies and muffins will add extra calories, fat, sugar and/or salt (sodium) to the diet and should be limited. These foods are typically low in fibre and are not usually made with whole grains. Use the ingredient list and Nutrition Facts table on food labels to compare products and make informed choices.



Healthy Lunches

Grade 2 | Making Healthy Choices

Choose products that have as little trans fat and saturated fats as possible. Avoid products that have “partially hydrogenated” and “vegetable oil shortening” in the ingredient list.

Milk and Alternatives

Drink skim, 1% or 2% milk each day.

Everyone should drink two cups of low-fat milk each day to obtain adequate vitamin D. Drinking low-fat milk is an effective way to consume protein, calcium, magnesium, riboflavin, vitamin A, vitamin B12, vitamin D and zinc, while minimizing the amount of saturated fat and calories. Fortified soy beverages can be used as alternatives to milk. Rice, potato and almond beverages may be fortified; however, these types of beverages do not contain the level of protein found in milk and fortified soy beverages. Look for the word “fortified” on the label of soy beverages, as only these contain the added vitamins and minerals to make them a nutritionally adequate alternative. It’s important to shake the container since added calcium may stick to the package lining.

Select lower-fat milk alternatives.

Lower-fat yogurts are those with 2% milk fat (M.F.) or less. Lower-fat cheeses have 20% M.F. or less. Selecting these lower-fat products helps to reduce saturated fat intake.

Meat and Alternatives

Have meat alternatives such as beans, lentils and tofu often.

Beans, lentils and tofu are sources of protein, fibre and folate. Eating more of these meat alternatives helps to minimize the amount of saturated fat in the diet.

Eat at least two Food Guide Servings of fish each week.

Fish is a great source of protein. It is low in saturated fat, with some types containing omega-3 fatty acids. People are encouraged to eat at least two Food Guide Servings (150 grams) of fish each week to help reduce the risk of cardiovascular disease. Choose fish such as char, herring, mackerel, rainbow trout, salmon and sardines, as these are good sources of omega-3 fats. Fish should be cooked using lower-fat preparation methods, such as baking or broiling. Deep-fried fish or fast-food fish sandwiches do not offer the same cardiovascular benefits. Certain types of fish contain high levels of methylmercury, a strong toxin that concentrates in the muscle tissue of fish and shellfish. Higher methylmercury levels are typically found in large predatory fish, such as white (albacore) tuna, shark, king mackerel and swordfish, which accumulate methylmercury over their life span. Choose fish that are low in methylmercury. In terms of canned tuna, youth should be offered canned “light” tuna.

Lesson 1 of 5

30 minutes

Curriculum expectations: C2.1, 1.5

Topics: Healthy Living



Healthy Lunches

Grade 2 | Making Healthy Choices

Select lean meat and alternatives prepared with little or no fat.

Eating Well with Canada's Food Guide emphasizes lean cuts of meat and skinless poultry to minimize the amount of saturated fat in the diet. Lean meat, poultry and fish become higher-fat choices once they are fried, deep-fried or served with higher-fat sauces. *Eating Well with Canada's Food Guide* recommends baking, broiling, poaching or roasting meats and allowing the fat to drain off.

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Additional Resources

Mission Nutrition, <http://www.missionnutrition.ca>, provides lesson plans and activities specific to self-esteem and body image, as well as healthy eating and physical activity. Available in French and English.