

Food and Nutrition Lesson Plan: Grade 2

Guide for Educators



Lessons include:

[1: Why We Eat the Foods We Do](#)

[2: Let's Have Dinner Together](#)

Developed by AHS, Nutrition Services in consultation with the Body Image Research Lab at the University of Calgary's Werklund School of Education

Overview

This lesson addresses the Grade 2 [Physical and Education and Wellness Curriculum outcomes](#), and was developed using [age-appropriate food and nutrition literacy guidance](#).

Students will learn:

- Our bodies give us cues or signals that tell us when we are hungry or full.
- Canada's food guide shows us that eating a variety of foods can help the body grow and work well.
- Food preference, family culture, food traditions, allergies, an illness or what foods are available where your family buys food can influence the foods we enjoy. Nobody eats the exact same way.

.....
Learning Outcome:
Students examine internal and external factors that influence food choices and decisions.

Refer to last page for the [Knowledge, Understanding, Skills and Procedures](#)





Teaching considerations: To support students in developing healthy eating patterns, approach food and nutrition education in a way that promotes a [healthy relationship with food](#), recognizes that students may have [varying access to food](#), and [considers potential biases](#) towards food and eating practices.

Teacher Background

Eating regularly throughout the day will help provide the body with the energy and nutrients that it needs. Appetite varies based on factors such as growth, activity, and overall health, including illness. Understanding when our bodies are telling us that we need more food or water helps to keep us strong and well. It is also important to listen to our body when it is telling us that it has had enough food. It is normal to have times when we miss our body's signals of feeling very hungry or very full. Learning to listen to our body and recognize the cues it gives us can help us feel our best.

Eating a variety of foods will help the body get the nutrients it needs to grow and work well. Canada's food guide shows us that there are different types of food. The foods within each part of the food guide plate have similar nutrients. We need to eat foods from all parts of the food guide plate to help our bodies stay healthy.

Additional Background Information

-  [Canada's Food Guide](#) (Health Canada) – Find more information on Canada's food guide and why including a variety of foods from all parts of the food guide plate is beneficial. This site is intended for the teacher to build on their understanding and does not need to be used with the students in class.
-  [Healthy Eating at School](#) (AHS Nutrition Services) – Explore resources and information for teachers, including how to create a healthy eating environment in their classroom, healthy relationship with food, and more.

Lesson 1: Why We Eat the Foods We Do

Estimated Time

Approximately 25 + minutes.

Required Materials

- Suggested books (optional):
 - *Listening to my Body* by Gabi Garcia
 - *Your Body Is Awesome* by Sigrun Danielsdottir
- Interactive whiteboard or projector
- [My Friends' Food Choices presentation](#)
- [My Friends' Food Choices presentation \(educator version with notes\)](#)

Instructions

(Optional) Read one of the suggested books to the class.

1. Go through the [My Friends' Food Choices presentation](#) to teach about hunger and fullness cues, food allergies and Canada's food guide. The [educator version with notes](#) has teaching points and suggested answers for discussion questions.

Nutrition Services

Note: The discussion questions from the presentation are listed below.

Ask: How does our body tell us when we are hungry or thirsty?

Sample answers:

Hunger signals:

- Growling tummy
- Low energy or tired
- Become easily bothered by things
- Headache
- When you are very hungry, you may feel dizzy and have a sick feeling in your tummy (nausea).
 - If our brain is busy because we are having a lot of fun or really interested in what we are doing, we can sometimes miss our hunger signals and become very hungry.

Thirst signals:

- Dry mouth
- Feeling tired
- Headaches.
- Often by the time you feel thirsty, your body is already low on water. It is best to drink water throughout the day and not wait until you are thirsty.

Ask: How does our body tell us when we are full?

Sample Answers:

- Your tummy feels good and you feel more energized
- Feeling calm
- Not as interested in your food
- If we eat more than our tummy needs and become very full, sometimes it can make us have a tummy ache, feel tired or not wanting to move very much.
- Our body feels good when we listen to it and try to eat when we are feeling hungry and stop when we are feeling full. However, it is normal to have times when we feel very hungry or very full. How much we eat can change daily. We try our best to listen to our body.

Nutrition Services

Ask: Are there things that may make us more hungry or less hungry in our day?

Sample Answers:

How hungry we are can change daily and there are many things that can make us more hungry or less hungry.

- How active we are:
 - When we are active, our body needs more food and we may be hungrier.
 - On days that we are less active, we may not be as hungry.
- Seeing and smelling food can make us hungry.
- If we are bored and our brain is not busy, we may feel hungrier.
- If we do not get enough sleep, we may feel hungrier.

Ask: What happens when someone has an allergic reaction to food?

Sample Answers:

If someone has a food allergy, it means that their body thinks certain foods are trying to harm them. The body fights back and starts an allergic reaction. An allergic reaction can be:

- Mild: Examples of symptoms include tingly lips, a stuffy nose, dizziness, and hives (like a mosquito bite).
- Severe: Examples of symptoms include vomiting, fainting, or anaphylaxis which is swelling in the throat and trouble breathing. Severe allergic reactions can be dangerous, so they always need to be treated quickly.
- A person might use medicine to treat their reaction. A person might need to go to the hospital for help.
- Ask an adult for help if you see someone is having an allergic reaction, even if it is mild.

Ask: What foods do you see on the Canada's food guide plate?

Sample Answers:

- Vegetables and fruits: tomato, carrots, bananas, peas, mango, broccoli, berries, apple, etc.
 - Protein foods: chicken, eggs, beans, fish, nuts, milk, yogurt, etc.
 - Whole grain foods: rice, bread, pasta, oats, bulgur wheat, etc.
- Note: Functions of each part of the food guide plate will be taught and reviewed in older grades.

Nutrition Services

- Canada's food guide shows us that our body needs vegetables, fruits, protein foods and whole grain foods. The plate does not show all the foods available to eat but gives some examples.
- We need to eat many different types of food to get what our body needs to grow and feel good.

Ask: Who would like to share their favourite vegetable or fruit?

Sample Answers: Student answers may vary.

Ask: Who would like to share their favourite meal?

Sample Answers: Student answers may vary. Key message: notice that we all do not have the same favourite food.

Ask: Why do we all enjoy eating different foods?

Sample Answers: Student answers may vary.

Food preferences:

We all have different food preferences. A food preference is how much a person may like or dislike a food. There are many things that may influence our food preference. Some examples:

- Taste of a food
- The texture of a food (how it feels in our mouth)
- Culture and family traditions – what types of food our family eats
- Food available where we live. The types of food your family buys depend on what is available at the places they buy food.

Sometimes the foods we avoid may not be because of our food preference. It may be because our body does not respond well to a food. For example:

- Allergies
- Medical conditions. For example, someone with celiac disease will get sick after eating foods that contain gluten. Gluten is found in foods made from wheat, rye, or barley.

Ask: Are there any special foods your family eats together for holidays or special occasions (food traditions)?

Sample Answers: Student answers may vary.

Lesson 2: Let's Have Dinner Together

Estimated Time

Approximately 60 minutes.

Required Materials

- Suggested book (optional):
 - *My Food, Your Food, Our Food* by Emma Berne.
- Refer to [Toolkit for Educators: Let's Have Dinner Together](#) (Health Canada) for list of required materials.
- [Traditional Methods of Canning and Preserving: Recipes and Tips from Alberta's First Nations People](#) (Yellowhead Tribal Council).

Instructions

Optional: As an introduction to what influences the foods our families eat, read students the suggested book.

1. Follow the steps from the educator toolkit [Let's Have Dinner Together!](#) (Health Canada). Note that the first part of the lesson plan explaining Canada's food guide has been completed in [Lesson 1: Why We Eat the Foods We Do](#).
2. Discuss traditional Indigenous foods in Alberta and how they are harvested and preserved.

Traditional Foods

Traditional Indigenous foods in Alberta include the types of food found in nature and animals that have been living here for a very long time. Some examples include:

- Elk, deer, and moose
- Fish - walleye, whitefish, trout
- Berries - saskatoon, blueberries, wild strawberries, chokecherries
- Bannock – a fried bread (Recipe varies. Introduced by Scottish fur traders).

Traditional ways of harvesting and preserving foods

Indigenous communities in Alberta have a lot of respect for nature. They have always taken good care of the land and animals. Their traditional way of harvesting means that they only take the amount of food (from plants and animals) that they need. They do this to make sure that there is enough food for everyone and enough for people that will live in Alberta after them.

Harvesting methods:

- Hunting and trapping
- Fishing
- Foraging for plants and berries

Preservation methods:

- Drying meat, fish, and berries
- Pemmican making (many variations of dried meat and berries)
- Smoking
- Burying and Storing

Note: detailed information about harvesting and preserving is taught in grade 3.

Extension (optional)

The following are additional suggestions for books that have age-appropriate nutrition content. Depending on what cultures and heritages are represented in the classroom and school, some stories may provide more connection than others.

- *Ramen for Everyone* by Patricia Tanumihardja
- *Binny's Diwali* by Thrity Umrigar
- *Amy Wu and the Perfect Bao* by Kat Zhang
- *Bear For Breakfast* by Robert Munsch
- *Awâsis and the World-Famous Bannock* by Dallas Hunt

Assessment

- Students participate in the discussion around understanding hunger and fullness. Being mindful that students have varying access to food and water which may limit their participation in these discussions due to the sensitive topic.
- Students participate in discussion about Canada's food guide. Have students reflect the differences in food guides from other countries to Canada's food guide (the shape, the types of food, and the way food is grouped).
 - For example, the food guide in Paraguay is in the shape of a cooking pot, Korea's is in the shape of a bicycle and Qatar's is in the shape of a seashell.
 - Refer to [Dietary Guidelines](#) (United Nations Food and Agriculture Organization) for examples of national food guidelines from countries around the world.
- Students should be able to reflect on their food preferences or other factors that influence food choices.
- Participate in completing the Let's Have Dinner Together activity sheet (lesson plan 2), recognizing that mealtime may look different for families, such as varying foods, times, and places that they eat.

Learning Outcomes

All KUSPs from the Grade 2 [Physical Education and Wellness](#) curriculum are addressed in this lesson plan.

Knowledge:	Understanding:	Skills and Procedures:
<ul style="list-style-type: none"> • Cues associated with hunger include: <ul style="list-style-type: none"> – stomach growling – low energy – irritability • Cues associated with thirst include <ul style="list-style-type: none"> – dry mouth – low energy – headache 	<ul style="list-style-type: none"> • The human body provides cues that tell an individual when they are hungry or thirsty. 	<ul style="list-style-type: none"> • Discuss cues associated with hunger and thirst.
<ul style="list-style-type: none"> • Food guidelines provide information about the variety of foods the body needs. 	<ul style="list-style-type: none"> • Food guidelines help to inform decision making. 	<ul style="list-style-type: none"> • Explore recommendations from a variety of food guidelines to support nutritional decisions.
<ul style="list-style-type: none"> • Food allergies are when one's body reacts unusually to food. • Allergic reactions to food can range from mild to severe, including anaphylactic shock. • Food preferences are ways an individual chooses what to eat or drink. 	<ul style="list-style-type: none"> • Foods can contain risks and benefits to an individual's health. 	<ul style="list-style-type: none"> • Examine personal food preferences. • Identify personal food allergens.
<ul style="list-style-type: none"> • Food can foster <ul style="list-style-type: none"> – community – connection – family – tradition – celebration 	<ul style="list-style-type: none"> • Food can provide an opportunity for individuals to experience various cultures and traditions. 	<ul style="list-style-type: none"> • Discuss ways that food provides insights into various cultures, practices, and traditions.