

Food and Nutrition Teaching and Learning Resources: Grade 3

Guide for Educators



Teaching and learning resources include:

[1: Canada's Food Guide Fuels Us](#)

[3: Cooking Methods](#)

[2: Food Characteristics](#)

[4: Water and Hydration](#)

Developed by AHS, Nutrition Services in consultation with the Body Image Research Lab
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Overview

These resources address the Grade 3 [Physical and Education and Wellness Curriculum outcomes](#), and were developed using [age-appropriate food and nutrition literacy guidance](#).

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Learning Outcome:
Students investigate
food and describe how
it affects the body.

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

Students will:

- Learn that foods from Canada's food guide provide energy and nutrients to the body.
- Recognize the importance of drinking water.
- Learn about different cooking methods.
- Learn that the characteristics of food vary and can be affected by cooking, freezing, and drying.



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

Foods and drinks are our sources of energy and nutrients. Our bodies need a lot of different foods for energy and nutrients to move, grow, and think.

Although water doesn't provide energy, staying hydrated is essential for how our bodies function and feel. Water helps regulate temperature, digest food, and carry important nutrients like vitamins and minerals throughout the body.

Canada's food guide highlights the importance of including vegetables and fruits, protein foods, and whole grain foods at meals and snacks. When teaching students about these foods, it is important to consider what foods students have available to them.

When students are coming up with ideas for foods within an activity encourage them to list a variety of the foods they enjoy and can access. This may include a variety of vegetables and fruits (fresh, frozen, canned), protein foods (animal-based and plant-based), and grain foods (including non-whole grain options).

Not all foods that we eat are found within Canada's food guide. Some of these items, like herbs and spices, add flavour and seasoning. During classroom education your students may provide examples of other foods they enjoy, including foods associated with celebrations (like cake) or other highly processed foods. You can help refocus the conversation in a neutral way by using some of the example phrasing here: [Create A Supportive Environment](#) (Health Canada).

Additional Sources of Background Information

[Healthy Cooking Methods](#) (Health Canada)

Information on a variety of cooking methods.

1: Canada's Food Guide Fuels Us

Estimated Time

Approximately 30–50 minutes.

Required Materials

- Interactive whiteboard or projector
- [Canada's food guide snapshot](#) (Health Canada)
- [Food Cards](#) – print, cut and laminate
- [Food is Fuel Image](#)
- Basket to collect food cards (optional)

Instructions

1. Show students [Canada's food guide snapshot](#) (Health Canada). Teach that the plate is divided into three sections (vegetables and fruits, protein foods, and whole grain foods).
2. Explain that these foods have energy our body can use. Provide the analogy that bodies are like cars. The various parts of a car (doors, windows, steering wheel, wheels, seats, gas pedal, brake pedal, engine, etc.) need energy to move and work properly, just like us.
3. **Discussion:** Have students reflect on sources of energy

Ask: Have you ever seen a car that wouldn't start? Why didn't it start?

Sample Answers:

- Gas tank was empty: We are kind of like cars. Our bodies need fuel from the foods we eat to run and function (move, play, think, grow, heal).
- Battery not charged: Without the battery, the car doesn't start at all. It not only won't drive, but the radio won't work, the windows won't open, and the lights don't turn on. This is like our organs, including our brain and our hearts. If they aren't looked after, our whole body doesn't work well.
- Engine oil is low: Cars need fluids to keep its systems running smoothy and prevent overheating, just like we do.

4. **Activity:** Food is Fuel

- Project the [Food is Fuel image](#) at the front of the classroom.
- Review how eating a variety of foods will best fuel your body.
- Tape one [Food Card](#) onto each student's back. Don't let them see it.
- Have students walk around the room and ask other students questions about their food's characteristics to guess the card on their own back. Example questions include: What group of food am I in? Am I [colour]? Do I come from a plant or animal? Do I grow on a tree? Am I sour? What shape am I?
- Once a student correctly guesses their food, have them remove it from their back and add it to the fuel tank on the projected Food is Fuel image. Continue until all cards are added to the fuel tank. **Note:** Depending on classroom set up, cards may be taped onto the white board, placed on the ledge or added to a fuel tank basket at the front of the classroom.

5. **Optional:** Discuss which foods were new to the students. Ask if anyone else in the class has tried a food that was new to another student.

2: Food Characteristics

Estimated Time

Approximately 25–30 minutes.

Required Materials

- Electronic device with speakers/ interactive whiteboard
- Suggested books:
 - The Only Way to Make Bread* by Cristina Quintero
 - Amy Wu and the Perfect Bao* by Kat Zhang
- [Rise to the Top worksheet](#)

Instructions

1. Read or listen to one or both of the suggested books.
2. **Activity: Rise to the Top.** Distribute the [Rise to the Top worksheet](#) to students. Ask students to circle the sounds and food textures described in the book as they listen. Students can also add their own words.
3. **Discussion: Have students identify descriptor words for food.**
Ask: What words can we use to describe the sound of a food cooking?
Sample Answers:
Crack, sizzle, clang, fizz, hum
Ask: What words can we use to describe the texture of a food?
Sample Answers:
Grainy, slimy, smooth, rough, juicy, dry
4. **Discussion: Have students reflect on food variety.**
Ask: What types of bread or other grain foods do you and your family enjoy?
Sample Answers:
Pasta, scone, bagel, bannock, chapati, roti, naan, pita
5. **Teach:** Explain how foods have different characteristics (or traits) like taste, texture, colour and smell. Sometimes these traits change when we prepare or store the food. We may prefer different food traits based on what we are familiar with eating.

3: Cooking Methods

Estimated Time

Approximately 20–30 minutes.

Required Materials

- [Exploring Food: Changes with Cooking, Freezing, and Drying presentation](#)
- Cooking Methods [Activity Sheet](#) (Health Canada)
- Cooking Methods [Answer Key](#) (Health Canada)

Instructions

1. **Teach:** Explain various food preparation methods using the [Exploring Food: Changes with Cooking, Freezing, and Drying presentation](#).
2. **Activity:** Cooking Methods Worksheet
 - Distribute the [Cooking Methods Activity Sheet](#).
 - Instruct students to match the cooking method with the description and picture. **Note:** Not all of the examples from the slides are found on the activity sheet.
 - Review worksheet answers.

3. **Discussion:** Have students reflect on their own cooking experiences.

Ask: What cooking methods have you used or seen?

Sample Answers:

- Boiling, grilling, microwaving, stir-fry, baking, steaming

Ask: What is a food that changes when it is cooked? How does it change?

Sample Answers:

- Spaghetti (hard to soft)
- Toast (soft to crunchy)
- Egg (clear to white, runny to firm)
- Meat (pink to brown)
- Carrots (hard to soft)

4: Water and Hydration

Estimated Time

Approximately 10–15 minutes.

Required Materials

- 2 or more jugs with enough water for 1 cup (250 mL) per student
- Small cups (1 per student)
- fresh herbs (examples: basil, mint, parsley) or fresh or frozen berries, oranges, lemon or limes to make infusions
- Healthy, well-watered plant
- Mildly wilted plant

Instructions

1. **Activity:** [Water is the Way to Go](#) (Health Canada)
 - Complete the activity as described in the Health Canada Toolkit for Educators.

2. **Discussion:** Reflect on thirst and hydration.

Ask: How does your body tell you it needs water?

Sample Answers:

- Dry mouth
- Dry throat
- Dry lips

Ask: How do you feel if you don't drink enough water?

Sample Answers:

- Tired
- Headache
- Sluggish
- Hard to pay attention in class

Assessment

- Students will complete following activity worksheets:
 - Rise To the Top
 - Cooking Methods
- Participate in movement and interactive activities (Food is Fuel, Water is the way to go)
- Participate in class discussions

Learning Outcomes

All KUSPs from the Grade 3 [Physical Education and Wellness curriculum](#) are addressed in these learning activities.

Knowledge:	Understanding:	Skills and Procedures:
<p>Food provides energy and nourishment to the brain and body.</p> <p>The most effective way to hydrate the body is by drinking water.</p> <p>Some foods and drinks can provide hydration to the body.</p>	<p>Optimal brain and body functions are influenced by foods and hydration.</p>	<p>Explore the effects of food and hydration on the brain and body.</p>
<p>The characteristics of food can be affected by</p> <ul style="list-style-type: none"> • cooking • storing • preparing • freezing • drying <p>Characteristics of food that can be affected by preparation techniques include</p> <ul style="list-style-type: none"> • taste • texture • colour • appearance 	<p>The characteristics of food vary and can be affected by food-preparation techniques.</p>	<p>Examine how food-preparation techniques can affect the characteristics of common foods.</p>