Nutrition Services

Food and Nutrition Lesson Plan: Grade 4

Guide for Educators

Lessons include:

1: Fueling Your Body

2: Food Package Investigator

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

Nutrition Services

Essential partners in health

Overview

This lesson addresses the Grade 4 Physical and Education and Wellness Curriculum outcomes, and was developed using age-appropriate food and nutrition literacy guidance.

Students will:

- Explore Canada's food guide as a tool for healthy eating.
- Recognize the nutrient function of each group of food on Canada's food guide.
- Identify what information can be found on food labels.
- Recognize how food packages are designed to appeal to kids.

Learning Outcome:

Students examine nutrition and explain how it informs decision making about food.

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

Canada's food guide was revised in 2019. In grade 4, students will explore Canada's food guide as a tool for balanced eating. On a broad level, students will start to explore the primary nutrient functions of each group of food. Students will also discuss factors that impact food decisions beyond nutrient values.

Food packaging is a source of both valuable nutrition information and tactical marketing strategies targeted at kids. At this age, students will not be analyzing the nutrient content of food products, as it is the role of the parent or caregiver to buy food for the family. Rather, they will learn to identify the purpose of the various labels on food packaging. Students will explore the strategies used to market food packages to kids, and how these can subconsciously influence decision making about food.

All aspects of food labels are discussed in this lesson, except for front-of-package nutrition symbols. This content will be taught in older grades, where students may be making food purchasing decisions.

Additional Sources of Background Information

- Food Guide Snapshot (Health Canada)
  Canada's food guide, key messages, and ordering information.
- Nutrition Considerations for Children and Adolescents (Health Canada)
  Information on nutrition considerations for children.
- Drinks for Children and Youth: Ages 2-18 (Alberta Health Services)
  Information about fluid requirements and common drinks available for children and youth.
- Marketing Can Influence Your Food Choices (Health Canada)
  Information on how food marketing can affect food choices.
- Limit Kids' Exposure to Food Marketing (Health Canada)
  Information on students' susceptibility to food marketing.
- Finding Reliable Healthy Eating Information on the Internet (Dietitians of Canada) Information and tips for determining credible nutrition information online.

Lesson 1: Fueling Your Body

Estimated Time

Approximately 45 minutes.

Required Materials

- Interactive whiteboard or projector
- Fueling Your Body presentation
- Fueling Your Body presentation (educator version with notes)
- Beyond the Nutrients Conversation Cards (print and cut into cards)

Instructions

Use the Fueling Your Body presentation to provide information on Canada's food guide, the primary nutrients found in each group of food, and the functions of these nutrients in the body. On slide 26, the notes will guide you through the activity below.

1. **Beyond the Nutrients Conversation Cards Activity (~20 minutes):** Students will use the Beyond the Nutrients Conversation Cards to support small group discussions (3–4 students) on healthy eating practices and food preferences to support well-being.
   - **Preparation:** print and cut out the Beyond the Nutrients Conversation Cards.
   - **Set-up:** set up stations around the room with a couple of question cards at each station (the number of stations will vary depending on class size).
   - **Activity:** Divide students into groups of 3–4 and assign each group a station to start. Allow ~3 minutes at each station for each student to have time to share their answers to the questions. Have students rotate through all the stations. Debrief with class.

Lesson 2: Food Package Investigator

Estimated Time

Approximately 60 minutes.

Required Materials

- Interactive whiteboard or projector
- Food Package Investigator presentation
- Food Package Investigator presentation (educator version with notes)
- Build-A-Cereal Box Worksheet
- Scissors
- Glue stick or tape
- Assorted empty food packages (optional)

Instructions

1. Use the Food Package Investigator presentation to provide information on food marketing and food labels. Within the presentation, notes will guide you through the activity below.
   A. **Build-A-Cereal Box Activity** - slide 23 (20 minutes): Have students cut and paste the box template and labels from the Build-A-Cereal-Box Worksheet. Students will use their cereal box to answer discussion questions.

2. **Discussion:** Credible nutrition information
   Using the information below, discuss ways students can determine if nutrition information is credible.

   We have learned about food labels and how they tell us about the food in a package. Besides food labels, there are many places we may see information about food and nutrition. Not all the information may be correct.

   There are a couple of questions you can ask yourself if you are not sure if the nutrition information is correct.
   - Does it sound too good to be true? If it does, it likely is not true. For example, the statement “eating eggs every day will make you run super-fast” is not true.
   - Are they trying to sell something? It is possible that nutrition information may be used as part of a marketing technique.

- Is it based on personal experience instead of research? For example, “I ate 2 eggs every day this past month and now I am the fastest runner in my school.”
- Who is the source? Is it a professional that is knowledgeable in the area of nutrition (e.g. registered dietitian).

Websites (optional): Look for websites from trusted sources such as government agencies (such as Alberta Health Services – Healthy Eating Starts Here or Health Canada - Food and Nutrition) or professional organizations (such as Dietitians of Canada - Unlock Food). Credible websites will often end in .edu, .gov, or .org. Websites ending in .ca mean that they are commercial sites and may contain either accurate or inaccurate information.

Extension Activities (optional)

- Toolkit for Educators: Take Time to Eat and Enjoy (Health Canada)
  Further explore the practice of eating thoughtfully to enjoy food.

Assessment

- Have students consider Canada’s food guide and write a paragraph on why it is important to eat a variety of foods for our body to work well.
- Students are able to identify the factual information compared to advertising items on the Build-A-Cereal-Box-Activity.
- Students participate in the discussion on food marketing techniques by companies to sell their products.

Grade 4

Beyond the Nutrients Conversation Cards

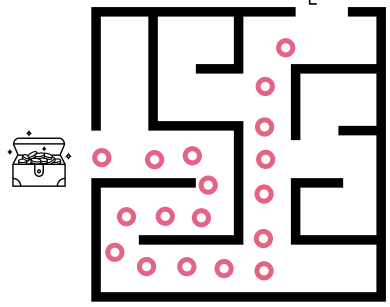
Print the conversation cards, one-sided, then cut out along the solid lines. Laminate to reuse.

Instructions Distribute cards around the perimeter of the classroom. Have students form groups of 2-3. Provide 3 minutes for student groups to discuss a card, then signal students to rotate to the next station. Allow students to discuss as many cards as time allows. Discuss answers as a class.	What flavours do you like - spicy, sweet, salty, tangy?	If you could have dinner with anyone, who would you choose?
What is a food you used to dislike, but now you like?	What is a new food you have tried?	Do you have any food allergies or food restrictions?
If you could have one food every day, what would it be?	What do you talk about with others when eating a meal together?	What is a food you want to learn how to cook?

What is the most unusual food you have ever had?	What is a food you can prepare by yourself?	Who usually prepares your meals? What is your favourite meal that they make?
Do you generally like foods that are hot or cold?	What is a food that you love the smell of?	What is your favourite family tradition that involves food?
What is a food you eat to celebrate a specific holiday?	How can you tell when your body feels hungry?	What is your favourite drink?

Grade 4 Build a Cereal Box Worksheet

Help the flamingo find the treasure!



Enter your new flavor idea online to win free cereal for a year!

List the types of nutrients we get from a food.

Lists the ingredients used to make the food.

Date until which a food is most fresh, when stored properly.

Storage Instructions.

Flamingos

Strawberry Flavour!

Pink Cereal

Prize Inside!

How a nutrient helps the body.

Eating Pattern Safety

כשר COR

Nutrition Facts

Per ¾ cup (175 mL)

		% Daily Value*
Calories	**180**	
Fat	2 g	3 %
Saturated	0.4 g	2 %
+ Trans	0 g	
Carbohydrate	35 g	
Fibre	4 g	15 %
Sugars	7 g	7%
Protein	5 g	
Cholesterol	0 mg	
Sodium	120 mg	5 %
Potassium	450 mg	10%
Calcium	30 mg	2 %
Iron	8 mg	45 %

*5% or less is a **little**, 15% or more is a **lot**

Ingredients: Whole Grain Oats, Sugar, Soy Oil, Strawberry Puree, Salt, Tocopherols (added to preserve freshness). Vitamins & Minerals: Iron, Zinc, Vitamin B9 (folic acid), Vitamin B12, Vitamin D.
Contains: Peanut, Soy.

Store in a cool, dry location.

Best before / Meilleur avant
26 JA 22

Oat fibre is good for your heart.

Learning Outcomes

All KUSPs from the Grade 4 Physical Education and Wellness curriculum are addressed in this lesson plan.

Knowledge:	Understanding:	Skills and Procedures:

• Nutrients provided by foods include:
  ○ Fats
  ○ Proteins
  ○ Carbohydrates
  ○ Water
  ○ Vitamins
  ○ Minerals
	• A variety of foods are required to provide different nutrients for body functions and well-being.	• Explain the effect of nutrition on well-being.

• Sources of nutritional information that support balanced food choices include:
  ○ health professionals
  ○ nutrition guidelines
  ○ food labels
	• Credible nutritional information for decision making can come from a variety of sources.	• Identify sources of credible nutritional information to determine the requirements for balanced food choices.
		• Consider nutritional information that supports decisions related to balanced food choices.

• Food labels provide nutritional information and ingredients. • Food portion sizes and number of servings can inform balanced nutrition choices (2019 Canada's food guide uses proportions and types of food) • Food choices, including being vegetarian or vegan, can influence nutrition.	• Food choices can affect the ability to acquire essential nutrients.	• Explore benefits associated with various foods. • Investigate food choices that require alternative sources of nutrition