



Healthy Choices

Age: Primary

Level: Pre-A1

Global Knowledge or Global Attitudes and Action:

Global Knowledge

Standard for Learning Outcome: Student encounters their responsibility for positive personal health choices.

Learning Outcome: P.D1.S2.LO1 Engage with ideas about healthy living through diet

Standard for Global Skill: P.D3.S3.LO2 Participate in a creative task

Global Skill: Student acquires the skills to be a creative citizen.

Sustainable Development Goals: 4: Quality Education, 3 Good Health and Well-being

Part 1 (15 mins)

Draw a picture of a plate on the board with a fork next to it and ask students to predict the topic (food). Ask students to name foods they know and write them on the board.

Introduce the idea of food groups (Fruits, Grains, Dairy, Vegetables, Protein) to students. Use simple examples to show differences between some of the foods on the board; for example, ask *Are eggs and apples in the same group?* Use a TPR (Total Physical Response) activity to allow students to show their prior knowledge: they stand up if the two words are in the same food group and put their hands on their heads if they are different.

A. Students look at the plate on the worksheet and find each food group. They look at the picture and complete the words. To check answers, ask students to spell the words and say them. Give the example: *Banana is a fruit. B-A-N-A-N-A, banana.*

Answer Key: Fruits: banana, **Grains:** bread, **Dairy:** milk, **Vegetables:** carrot, **Protein:** fish

Some of the foods in the matching activity may be new for students. Play a "Listen, find, and say" game to make sure they know all the words. Ask students to play in pairs to make sure they can say and identify the words.

Draw students' attention to the example for the matching activity before they complete it.

Answer Key: Fruits: apple, grapes, **Grains:** cereal, rice, **Dairy:** yogurt, cheese, **Vegetables:** broccoli, spinach, **Protein:** egg, chicken, beans

Ask students which food groups they need to eat every day and guide them to understand that they need to eat all of them to be healthy. Ask them to think and say which food groups they have eaten today. They can put a check mark next to the groups on the plate.

Part 2 (20 mins)

A. Students look at the title and the pictures in the blog and make predictions about its content (food, snacks, sugar). Ask students who they think the blog is for (kids at school; first sentence says "we get hungry ... at school") and what it is for (to teach children about sugar in snacks). Elicit the meaning of *smart* and ask students to give you examples of smart behavior or habits around food (e.g. don't eat too much, eat all the food groups).

Answer Key: Sugar in snacks

B. Make sure students can explain the difference between quantity expressions; ask them to use gestures to show they understand *a little bit, a lot, too much, more / less than*. Students take the quiz.

Answer Key: 1. No 2. Yes 3. Yes 4. Yes 5. No 6. Yes

Part 3 (15 mins)

A. Read about *Go, Be careful, and Stop* foods as a class. Recheck and show the meaning of *more / less than* with arrows or gestures. Students look at the snacks and find the sugar content in each one and color the circle next to the snacks red, yellow, or green.

Monitor the students and check answers. Have them say why they chose their answers using *Because it has more / less grams of sugar than / between ...*

Answer Key: sweet nuts – red; nuts – green; granola bar – yellow; candy bar, chocolate milk – red; water – green

Ask students to go back to the blog and identify three negative things that sugar does to your body (it's bad for your teeth, it slows you down, it stops you from sleeping well). Tell them that when we eat sugar, we



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feel full of energy at first (demonstrate running on the spot) and then very slow (demonstrate moving your body as if you are tired). When we eat healthy foods, we have a steady energy (demonstrate marching steadily on the spot).

Play a game with students. Call out different foods and snacks and ask students to show how the food affects their bodies, for example, say *Candy!* (students run on the spot and then move slowly) and *Apple!* (students march steadily on the spot).

- B.** Read the Snack Check questions with students. Remind them that sometimes we eat or drink out of habit when we aren't even hungry or thirsty. Explain that the questions will help them decide whether or not to have a snack and choose a better snack.

When students have chosen and drawn their next snack, ask them to share their choice and their reasons using *My snack is ... because ...*

Optional: students can bring their snack to the next class.

Extension

Ask students to think of some typical snacks that people eat in their country. Introduce the idea that children around the world might eat different foods for snacks. Invite students to share if they have tried snacks from other countries or regions, what they were, how they tasted, and if they think they were healthy or not.

- A.** Ask students to look at the pictures and see if they can identify the different foods. Introduce the taste words sweet/salty and see if students can give examples of sweet and salty foods.

Read the texts together. Ask what ingredients are in the two snacks. Ask students to guess the meaning of new vocabulary such as *seed*, *slices* using information in the text and the pictures to help them.

Encourage students to say which of the two snacks they would most like to eat. Explain that it is good to try new foods and introduce them into their healthy diet.

- B.** Explain the challenge to students, making sure that they understand the criteria for the menu:

- There must be four different, healthy snacks.
- At least one snack idea must come from another country.
- At least one snack idea must be an original idea from the group.

Invite students to think creatively about their menu and decide how to present it, e.g. with a slide show, a short video, or using group-made flashcards or posters, or even with samples!

- C.** Once students have presented their menus to the class, ask students to think critically about them and vote on which menus are the most delicious, the most nutritious, the easiest to prepare, the most original, etc.