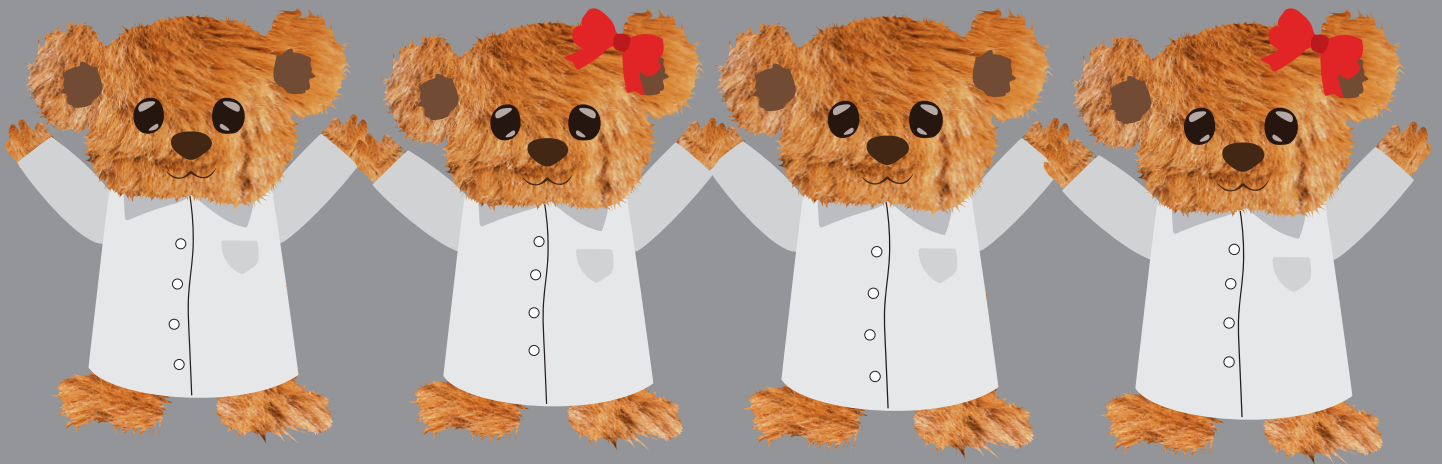




Our Classroom Community

SCIENCE



Lesson 1 Food and Our Mood

Key Objective(s) - Knowledge & Skills:

- Students can make healthy food choices based on the five food groups.
- Students understand that healthy bodies and minds build a healthy classroom community.

Activity	Description
Pre-Lesson	Have students sit, and remind them of the circle-time protocol: - “Criss-cross, apple sauce: spoons in your bowl.” (Sitting cross-legged with hands in their laps.) Transition signal: - “If you can hear me, touch your nose; if you can hear me, touch your toes; if you can hear me, touch your knees; if you can hear me, hands in your laps.” “Good morning, boys and girls!” - Students respond, “Good morning, Teacher!”
Introduction of Topic	“Today we are going to learn about how eating healthy foods helps to build a healthy classroom community.”
Introduction of Vocabulary	The teacher will write the words ‘mood,’ ‘happy,’ and ‘upset’ on the vocabulary anchor chart.
Story - <i>Good Enough to Eat: A Kid’s Guide to Food and Nutrition</i> by Lizzy Rockwell	Teacher to introduce the story: <i>Good Enough to Eat: A Kid’s Guide to Food and Nutrition</i> by Lizzy Rockwell. Ask children to view the cover and ask them what they think the story could be about. - Allow time for students to discuss the cover and what they story could be about. Read <i>Good Enough to Eat: A Kid’s Guide to Food and Nutrition</i> by Lizzy Rockwell with children. Allow children to ask questions and relate to the story.
Lesson - White paper - Pencil crayons - Appendix A (Five Food Groups Poster) - Appendix B (Food and our Mood Worksheet)	Set-up: Have all materials set up beforehand. “As we learned in the story, food is very important in keeping your body happy and healthy.” “What do babies do when they are hungry?” - Some students may respond, “They cry.” “They get upset.” “They get grumpy.” “When you are hungry, your stomach begins to make grumbling noises and your body begins to feel weak. Sometimes, you begin to feel grumpy and cranky.” “But what happens once you put food into your bodies?” - Some students may respond, “You feel better.” “You have energy.”



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	<p>“Eating food, especially healthy foods from each food group, protects and energises your bodies, helping your body grow, think, breathe, and play.”</p> <p>Teacher to show students the Five Food Groups poster (Appendix A).</p> <p>Teacher to review different types of healthy foods by referring to the five food groups (Appendix A). The teacher can ask students to suggest other types of food they eat and discuss which food group they belong in and if they are healthy food choices.</p> <p>“Sometimes we have sad days or days where we are feeling upset. Do you enjoy coming to class when you or your friends are upset?”</p> <ul style="list-style-type: none">- Allow time for students to respond and share thoughts. <p>“Making healthy food choices for each meal helps your body feel happy and energised – making you a happy and energized person to play and learn with in class.”</p> <p>Teacher to explain the activity to children before having them begin at tables.</p> <p>Activity 1: Food and Our Mood</p> <ul style="list-style-type: none">- Teacher to provide students with the Food and our Mood Worksheet (Appendix B).- Students draw pictures of healthy foods from the five food groups that then promote positive moods.- Students will also draw unhealthy foods that promote unhappy moods.- Teacher to discuss with students their food choices for each column and which food group the foods are a part of.- Teacher can discuss quantity of certain foods (e.g. it is healthy to have sugars and breads in moderation).
<p>Consolidation</p>	<p>Invite students back to the carpet. Have students sit, and remind them of the circle-time protocol:</p> <ul style="list-style-type: none">- “Criss-cross, apple sauce: spoons in your bowl.” (Sitting cross-legged with hands in their laps) <p>Transition signal:</p> <ul style="list-style-type: none">- “1, 2, 3: eyes on me.” (Students respond: “1, 2, 3, eyes on you.”) <p>“Who would like to share something that you learned today?”</p> <ul style="list-style-type: none">- Provide 2-3 minutes for sharing. Allow as many students as possible to respond. <p>Teacher to encourage students to refer to today’s vocabulary, group lesson, and individual work.</p>



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Homework - Appendix C (Homework)	<ul style="list-style-type: none">- Pass out Appendix C.- Read the directions on Appendix C.- Remind students to complete the task by tomorrow.- Assist students in placing Appendix C in their Homework Folder.
Assessment - Appendix D (Assessment/Rubric)	Assessment: The teacher will take note of which students are able to: <ul style="list-style-type: none">- Make healthy food choices based on the five food groups.- Understand that healthy bodies and minds build a healthy classroom community. <ul style="list-style-type: none">- See Appendix D for the assessment rubric.

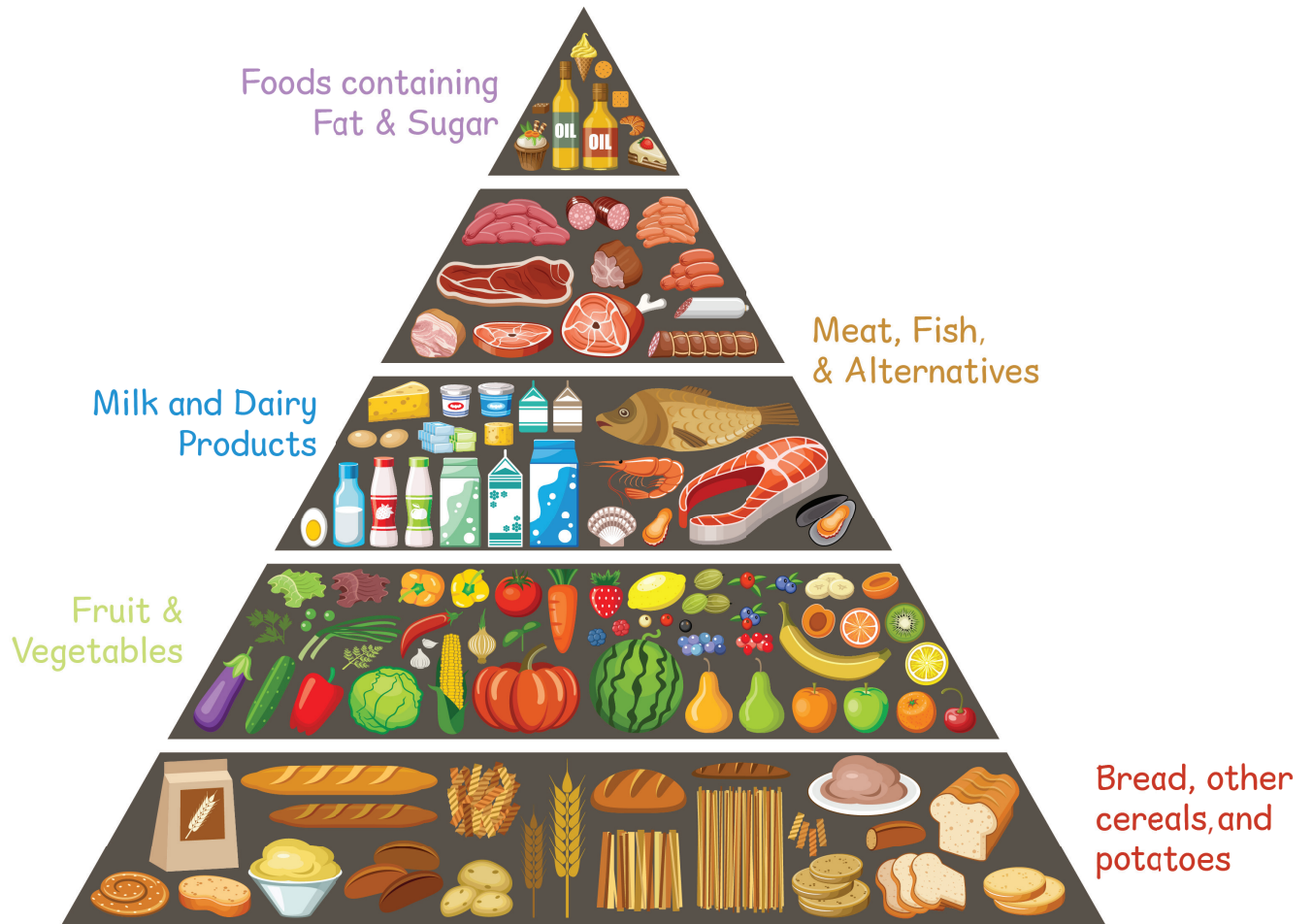


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Appendix A – Lesson Materials

Five Food Groups Poster

Teacher to cut-out, laminate, and post in the room where students can easily view.



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Appendix B – Food and our Mood Worksheet

*Teacher to provide one worksheet for each child.

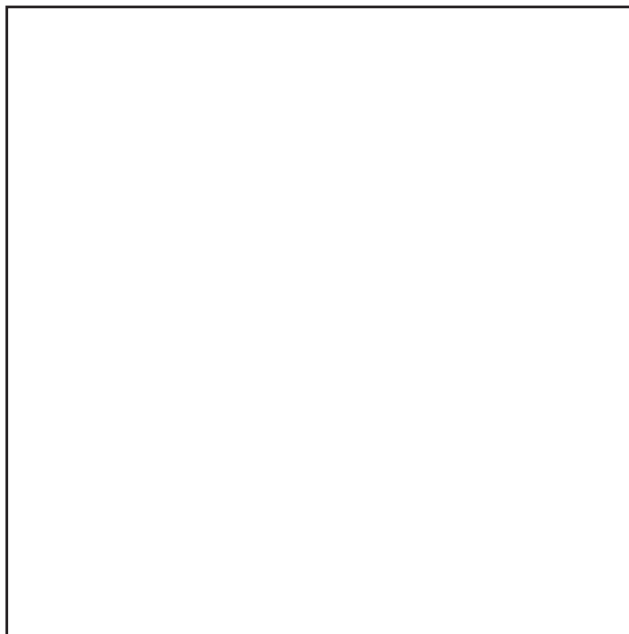
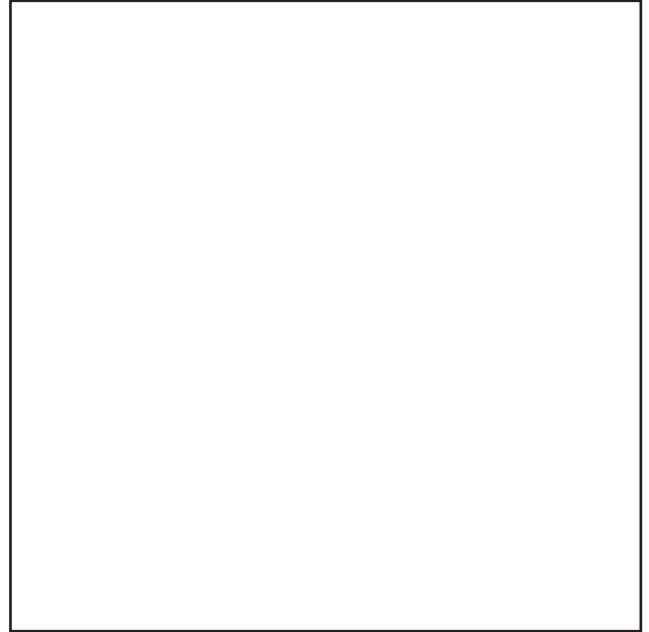
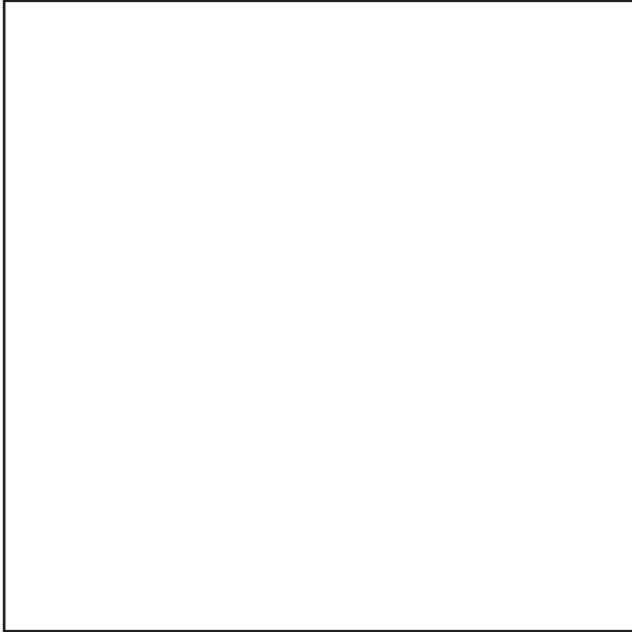
Healthy Foods = Happy Mood	Unhealthy Foods = Upset Mood



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Appendix C - Homework

Today we learned how eating healthy foods positively affects our mood. Look through your kitchen at home and draw 3 foods that would make you a happy classroom member!



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Appendix D – Lesson-Specific Assessment/Rubric

***NOTE:** There is space for marks in each column to indicate whether students can identify, give meaning to, and/or understand (Always – ‘A’, Sometimes – ‘S’, Never – ‘N’).

Student Name	Students can make healthy food choices based on the five food groups.	Students understand that healthy bodies and minds build a healthy classroom community.
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

