



# Food Model Kit Activities

## Kindergarten and Grade 1

### Curriculum Connections

#### Kindergarten:

6.1 demonstrate an understanding of the effects of healthy, active living on the mind and body (*e.g., choose a balance of active and quiet activities throughout the day; remember to have a snack; drink water when thirsty*)

6.2 investigate the benefits of nutritious foods (*e.g., nutritious snacks, healthy meals, foods from various cultures*) and explore ways of ensuring healthy eating (*e.g., choosing nutritious food for meals and snacks, avoiding foods to which they are allergic*)

#### Grade 1:

D1.1 explain why people need food to have healthy bodies and minds (*e.g., food provides energy and nutrients for the healthy growth of teeth, skin, bones, and muscles and the healthy development of the brain*) [A1.6 Thinking]

D2.1 describe how Canada's Food Guide can help them develop healthy eating habits [A1.6 Thinking]

### Activity: Scavenger Hunt

Students look around the room for food models that have been hidden. Three bins are set up at the front and have been labelled with each food grouping: Vegetables and Fruit, Whole Grain Foods, and Protein Foods. When the students find an item, they are asked to bring it to the front and place it in the bin where they think it belongs. Once all items have been found, go through the bins with the students to ensure all the food has been placed properly according to Canada's Food Guide.

*Extension: Ask students to do a different activity each time they bring a food item to the front of the class (e.g., jump, skip, crab walk).*

## Grade 2

### Curriculum Connections

D2.1 use Canada's Food Guide to identify food and beverage choices that contribute to healthy eating patterns

D2.2 demonstrate an understanding of how to make healthy food choices for meals and snacks, considering the factors they can and cannot control (*e.g., the food that's available in the home; the food*

*that's available when eating out; energy needed at different times of day; allergies; food guidelines associated with medical conditions such as diabetes or celiac disease; food safety related to food preparation, storage, handling, and cleanliness)* [A1.3 Motivation, 1.6 Thinking]

### Activity: Invent a Meal

Students are given a food model and have to determine what food grouping it belongs to (i.e., Vegetables and Fruit, Whole Grain Foods, Protein Foods), when and how they would eat the item, how it helps the body, and what the proper serving size would be (e.g., would it fill a quarter, a half, or a whole plate).

Students can then go on to plan a whole meal around the item they were given, making sure to include foods from all food groupings.

*Extension: Have students describe their meal, making sure to explain which food groupings are included.*

## Grade 3

### Curriculum Connections

D1.1 demonstrate an understanding of how the origins of food (e.g., where the food is grown, harvested, trapped, fished, or hunted; whether and how it is processed or prepared) affect its nutritional value and how those factors and others (e.g., the way we consume and dispose of food) can affect the environment [A1.6 Thinking]

D3.1 explain how local foods and foods from various cultures (e.g., berries, curries, chapatis, lychees, kale, lentils, corn, naan, wild game, fish, tourtière) can be used to expand their range of healthy eating choices [A1.6 Thinking]

### Activity: Food Origins

Students are given an item from the food model kit and are asked to research the origins of the food. Students are encouraged to present interesting facts on the food, what the food looks like, what it tastes similar to, and where the food is grown or produced. Students determine the distance between where their food item is commonly grown or produced and where they live.

*Extension: Have a class discussion about the environmental impact of different foods and brainstorm ways to adopt a more climate-friendly diet (e.g., eating plant-based proteins more often, drinking tap water instead of bottled beverages, eating vegetables and fruit in season).*

### Additional Resources:

[Canada's Food Guide](#) provides guidance about healthy food choices and eating habits as well as helpful resources and recipes. The food guide is available in 28 languages.

[Foodland Ontario's Kids Corner](#) has fun food facts, trivia questions, and recipes for a variety of foods grown or produced in Ontario.