Grade 3
Lesson 5

Unit Name: Healthy Decision-Making

Lesson Title: Making Connections between Health Behaviours

Curriculum Expectations

- A1.6, D1.1, D1.3, D2.3, D3.1

Materials

- Chart paper and markers
- Comic strip template (optional)
- Teacher Resource: Rubric

Learning Goals

- We are learning where food comes from.
- We are learning how local fresh foods can expand our healthy eating choices.
- We are learning about the different types of legal and illegal substances and the impacts on ourselves and others.
- We are learning to how to make healthy choices on the use of various substances could lead to dependencies.

Overall Assessment

- Teacher observation of students’ demonstrated ability to make connections that relate to local foods and foods from different cultures, and substance use using a Rubric.

Minds-On

Divide students into three groups. Provide each group with chart paper and markers. Each group receives one of the big ideas from the unit. Groups are to record how the following topics affect how they make healthy choices for themselves and/or others. After an appropriate amount of time, groups exchange chart papers and add to the information written by other groups. Continue in this manner until all groups have written on all four topics. Review student responses as a class.

Group topics are the following:
• Origins of food
• Legal and illegal substance abuse
• Food from different cultures
• Mindful eating
• Eating patterns

Action

Explain to students that they will be developing a comic strip in which they will demonstrate their knowledge from the unit through their response for the character. Display a model comic strip template for students. Consider providing students with copies of the template.

Students select which scenario they would like to respond to and create their response in the appropriate boxes. Review the following scenarios with students:

• Scenario 1: The main character is at a social setting with friends and is faced with using either legal or illegal substances (e.g., caffeine in energy drinks, alcohol in beer, or sugar in sport drinks, nicotine in cigarettes) where there is an impact on that person, and there is also an impact on others.
• Scenario 2: The main character thinks about making healthier food choices by including more local foods and foods from different cultures, so that their food choices can have a positive impact on themselves, others and the world around them.

Remind students to include how the character’s decision influences them and others in their comic strip.

Consolidation

Have students display their comic strips around the classroom. Students complete a Gallery Walk reading and viewing classmates’ comic strips. Students use the Thumbs-Up Strategy to self-assess their ability to perform the lesson learning goals.

Note to Teachers

• Avoid food-shaming language like “good food” or “bad food” and focus instead on making healthier food choices.
• Be mindful of the “do no harm” approach to teaching about healthy eating:
  • Avoid labelling food as “good” or “bad.”
  • Avoid sharing personal views about food and body weight. Healthy bodies come in many shapes and sizes.
• Keep messages about food positive and avoid negative or fear-based statements (e.g., “X food isn’t healthy.”)