



Grade 2: Start Your Day...the Veggie and Fruit Way

What you need to know

- Section 2.2 Teacher Backgrounder
- Section 2.3 What You Need to Know in the Classroom: Primary Grades
- Information on the importance of breakfast with school-aged children. *Discover Healthy Eating! A Teacher's Resource for Grades 1-8*. Background information (Grades 1-3). Available at http://www.toronto.ca/health/dhe_index.htm or from your local public health unit/department
- What a healthy meal and snack constitutes. *Student Nutrition Programs: Nutrition Guidelines*. Available at www.children.gov.on.ca/NR/CS/BestStart/EN-NutritionGuidelines.pdf

Resources required

Activity sheet: Add Colour to Dana's Breakfast

Instructions

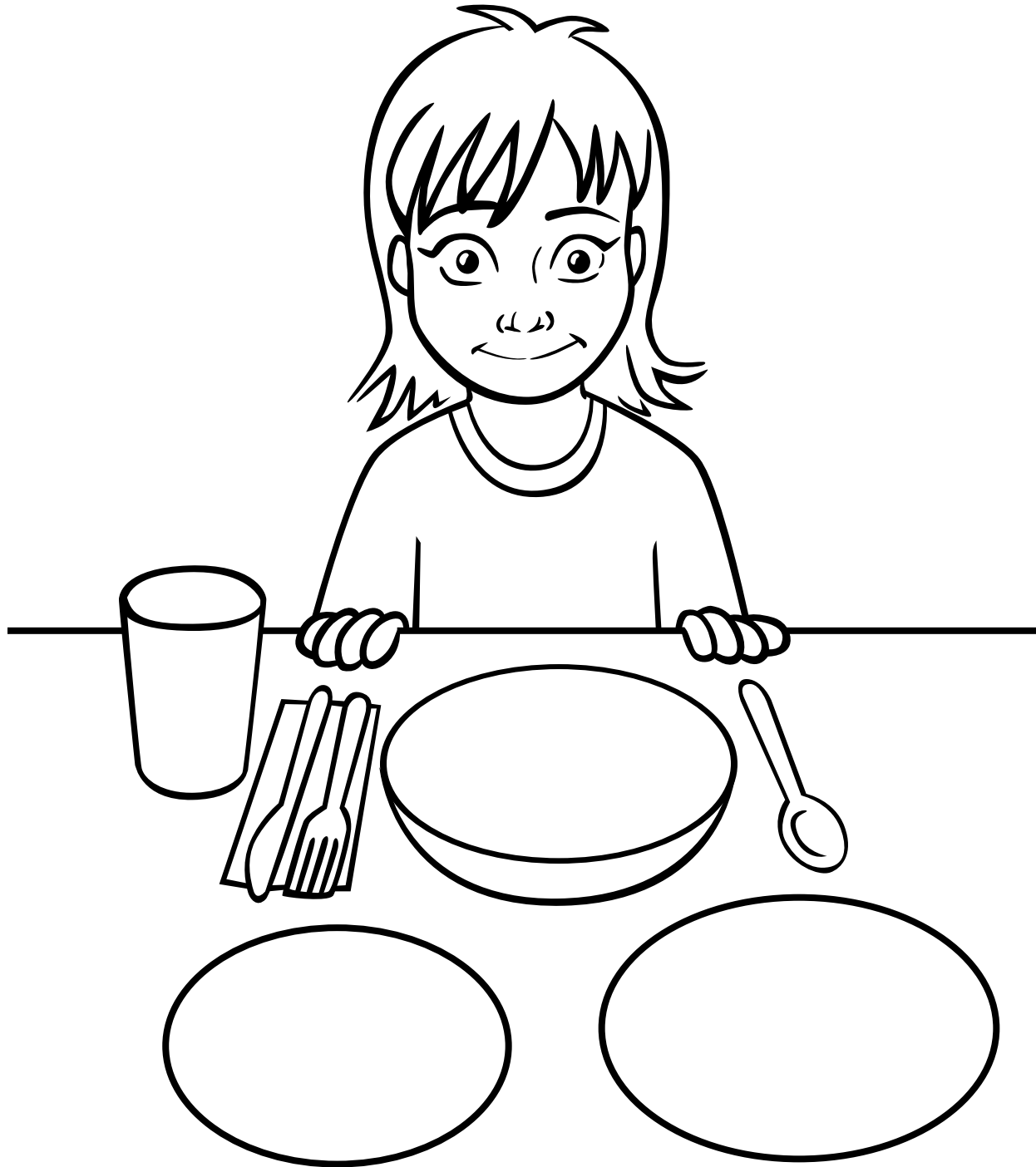
- Ask the students to talk about who likes eating breakfast in the morning and why.
- Discuss why it is important that children eat breakfast to break the overnight fast. Ask if any of the children have ever skipped breakfast and, if so, how they felt, if they were tired, if they found it hard to concentrate at school, and if they felt sick. Ask them why they think that was.
- Explain that a complete breakfast includes foods from at least three of the four food groups in *Canada's Food Guide*, and should include a vegetable or fruit and a milk or alternative.
- Discuss what the children had for breakfast that day or on a different day. Ask them if it included three of the four food groups in *Canada's Food Guide*, including a milk or alternative. Ask how many students had a vegetable or fruit with their breakfast and, if they had none, ask them to choose which vegetable or fruit would they like to eat with their breakfast. *Sensitivity is needed where students' food choices may be limited by home situations.*

Note: *Canned, frozen and dried vegetables and fruit count too! Remind students that it is important that they brush their teeth after eating dried fruit to help prevent cavities.*

- Complete the activity: Add Colour to Dana's Breakfast. Ask the children if Dana's breakfast is a 'healthy breakfast' and their reasons for saying so.

Note: *Refer to Section 2.6 Vegetables and Fruit Busy Box for hands-on activities with real vegetables and fruit.*

Activity:
Add Colour to Dana's Breakfast



Adapted from 'Can you add colorful vegetables and fruit to Shawna's breakfast'. Iowa Nutrition Network, November Lesson Plan Grades K-1



Paint Your Plate! Create a Masterpiece
Vegetables and Fruit Action Guide for Schools
NHEP ©2007

Grade 2: Help Yourself to Vegetables and Fruit

What you need to know

- Section 2.2 Teacher Backgrounder
- Section 2.3 What You Need to Know in the Classroom: Primary Grades

Resources required

- Chalkboard or overhead projector
- Activity: Ways Vegetables and Fruit Can Be More Available at Home

Instructions

Option 1:

- Initiate a classroom discussion with students to teach them how easy it is to make vegetables and fruit more available for themselves and their families.
- Ask students what having ‘easy access’ to vegetables and fruit means to them (eg, a parent or guardian packs them in their lunch, there is a fruit bowl on their kitchen table). Be sensitive to students for whom availability or access is limited (eg, lower-income families).
- Ask students if they feel that they have easy access to vegetables and fruit and discuss barriers to eating vegetables and fruit. Ask students if there are situations where they find it more difficult to eat vegetables and fruit because they are not as readily available. Discuss some of these situations, eg, birthday parties, eating out at a restaurant, at a friend’s house.
- Ask students for suggestions on how they could make sure vegetables and fruit were more available at home, at school and even when eating out. Record this on the chalkboard or overhead for all students to see.

Option 2:

- Discuss the following scenarios where vegetables and fruit are not readily available and discuss ways students can politely ask for more of them. Record this on the chalkboard or overhead for all students to see. For the various scenarios, write down all the suggestions and make copies for students to take home and share with their parents.
 - Scenario 1: There is never any juice for breakfast. What can you do to make a change?
 - Scenario 2: You’re at a friend’s house after school and he/she asks if you want some chips for a snack. How can you ask for an apple instead without offending your friend?

Instructions (cont'd)

Option 3:

- Have the students write down ways that vegetables and fruit could be more available in their home on the *Paint Your Plate!* blank template sheet, and send this home for their parent or guardian to view.
- Suggestions to get started or to fill in if students run out of ideas:
 - Tell your parents which vegetables and fruit you enjoy most.
 - Help your parents put together the grocery list that includes your favourite vegetables and fruit.
 - Go grocery shopping with your parents and be sure to stop at the produce department.
 - Encourage your school to have vending machines that provide 100 per cent unsweetened juice instead of soda pop or fruit drinks with added sugar.
 - Ask your mom to send veggie sticks and dip or fresh fruit (eg, grapes instead of cake or cookies) for birthday or other classroom celebrations.
 - Ask your parent or guardian if you can visit the local farmers' market together.
 - Ask your parent or guardian if they will plant a small garden, and help them do it.
 - Help plan weekly menus, and be sure to include your favourite vegetables and fruit.
 - Have a salad with your meals when you eat outside your home.
 - Have a fruit salad for dessert instead of sweets.
 - Ask your teacher or school to have a fruit basket fundraising event instead of a bake sale to raise money for your sports team.

Note: Refer to Section 2.6 *Vegetables and Fruit Busy Box* for hands-on activities with real vegetables and fruit.



Activity: Ways Vegetables & Fruit Can Be More Available at Home

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

