

Healthy Food Choices: Teacher's topic guide

God is Wise Year 1

God's wisdom is stamped upon His creation. We see this in the rising and setting of the sun, the seasonal changes of nature and the survival mechanisms of the animal kingdom. God is wise in His dealings with people, and for all those who have ears to hear His advice; He gives guidance on the pathway of life. Wisdom means knowing how to live and how to act. We should ask God for wisdom, and obey Him as He reveals His wisdom to us. We can show wisdom in making healthy food choices.

Outcomes: Students will

- recognise and identify a variety of different fruits and vegetables.
- understand the difference between foods from God's garden, (naturally grown), and foods that man has made or changed.
- explain where foods originate
- explain why food can be healthy or not-so-healthy
- classify foods into animal/plant groups
- classify fruits and vegetables into colour groups
- classify tastes of sweet, salty and sour
- identify smells of foods

Biblical stories and passages

Daniel 2 God gave wisdom to Daniel. Daniel explained the king's dream.

Daniel 5 God gave wisdom to Daniel. Daniel explained the writing on the wall.

Matthew 7:24-27 The wise and foolish builders (wise choices and decisions).

Bible verses

Col. 2:3 In Christ are hidden all the treasures of wisdom and knowledge.

Proverbs 2:6 (GNB) It is the Lord who gives wisdom.

James 1:5 Ask God for wisdom and He will give it to you.

1 Cor 10:31: So whether you eat or drink or whatever you do, do it all for the glory of God.

Discussion questions:

What are your favourite foods?

Why do we need food?

How does food help you stay healthy?

Which foods help you stay healthy?

What is the meaning of 'wise'?

What does it mean to be healthy?

What do we eat for snacks?

Which are the healthiest snacks?

Activities

Make a wall sign

Outline the letters of the words: 'God is wise' using large open lettering.

Select nine children to colour inside the letters, (one letter per child).

Display the sign and refer to the meaning of 'wise' and 'wisdom' throughout the unit. ('Wisdom' or being 'wise' means 'knowing the right thing to do, and doing it'.)

What is healthy food?

- Children decide what makes food 'healthy' or 'not-so-healthy'. Does it have too much sugar, too much fat, or too much salt?
- Discuss the problem with eating too much sugar, fat, and salt. (Most children know that sugar is bad for teeth, but don't know that junk food actually prevents the good food from making us strong and healthy.)

Make a healthy food poster

Classify fruits and vegetables according to their different colours.

Each colour is good for our body in some way. Green vegetables help our bodies fight sickness.

Orange vegetables are good for our eyes.

Display a variety of fruits and vegetables, or pictures of fruits and vegetables.

Children decide which fruits/vegetables go together.

Children draw fruits/vegetables of their favourite colour.

The tastes of food

Which foods taste sweet? Which are sour? Which are salty?

Children draw foods, grouping them into the three different taste groups, (sweet, salty and sour).

Discuss the difference between the sweet foods from God's garden, (fruits that grow naturally, with nothing added), and sweet foods with added sugar.

Play the 'feeling game'

Place some different foods into separate paper bags. e.g. an orange, an apple, a lemon, a boiled egg, a piece of raw broccoli, a whole onion. Children take turns to feel inside the paper bag and guess the food.

Play the 'smell game'

Collect some foods and place them on separate paper plates. Cut fruits so that their smell can be detected. e.g. lemon, orange, an onion cut in half, peanut butter, chocolate. With eyes closed, or blind-folded, children guess the food by its smell.

Observe and draw the shapes of food.

Slice cross-sections of fruits that show circle-shapes, (e.g. oranges, cucumber).

Cut watermelon in triangles, cubes or squares.

Discuss the shapes of the whole fruit – ball shaped, football shaped, pear shaped.

Discuss shapes of the segments of citrus fruits

Cut carrot top-to-bottom to show cross-section.

Children can draw shapes and make them into pictures of foods.

Selection game

Display pictures of various foods. Ask:

"If you are wise, which of these things would you choose to put into your body to keep it healthy?"

a) fruit

b) vegetables

d) fizzy drink

e) water

f) lollies

g) chips

Children can draw the foods they would select.

Our Bodies are Marvellous Machines! (For listening and discussion)

"You created every part of me; you put me together in my mother's womb...When my bones were being formed, carefully put together in my mother's womb, when I was growing there in secret, you knew that I was there. You saw me before I was born." Psalm 139:13, 15 & 16

Do you know that our bodies have been designed like amazing machines? All the parts work together wonderfully, to keep us fit and healthy so that we can enjoy life. Do you know who designed that wonderful machine? Yes, it was God. As we were growing inside our mother, He made sure that all the parts grew in the right way, until finally, after nine months, an amazingly beautiful baby was born. That was you!

Our bodies are a gift from God. He designed them to be fit and healthy. However, He also wanted **us** to have a part in keeping our bodies healthy. Think about a car. It's also an amazing machine, but not nearly as amazing as our bodies. A car is designed for the owner to care for. If the owner is **wise**, he will give the car the things it needs, like petrol and oil and water.

Our bodies have been designed that way too. Our bodies need things to make them grow and to keep them strong and healthy. Bodies need clean air, clean water and healthy food. We are the caretakers of our bodies. If we are wise, we will give our bodies the things they need, and not the things that will make them sick. A car owner wouldn't put water in the car instead of petrol, and expect it to go properly. There are some things we can put into our bodies that are not so healthy.

Discussion questions:

What does a car need to make it go?

We can think of a car as having 'energy'. What do we need for energy?

What would happen if you put water into the petrol tank of a car?

What might happen if we put too much junk food into our bodies?

Where does the food go? (For listening and discussion)

(Follow the passage of food through the digestive tract. Use a picture of the digestive tract if possible.)

Where does the food go?

Let's look at what happens when we choose good food and put it into our mouth.

- First, we have to chew it really well, because in good food there are good things for our body. Chewing well helps to get the good things out of the food.
- Next, we swallow our food and it goes to our stomach. In the stomach there are special liquids that make the food break up into tiny pieces. The food gets mixed and mixed around until it is like a big lot of mush. Maybe it looks a bit like the type of mashed food that babies have.
- Then it goes further down into special tubes (intestines). The good things in the food, that make us strong and healthy, are now very, very tiny. They get taken out of the food mix and go into the blood. The blood goes around our body and gives us energy.
- The part of the food-mix that's left over goes further down the tube and comes out into the toilet. What comes out into the toilet is the part of the food that our body can't use. God has made our bodies wonderfully, so that the good part of the food goes around our body to give us energy, and the rest goes out of our body. What a wonderful machine!

Why do we need water?

Did you know that our bodies are made of mostly water? Our blood is mostly water. Our bodies are made up of tiny little round things called cells. They are so tiny that you could only see them with special equipment. The cells are made of mostly water. They need to get fresh supplies of water every day for us to stay alive. Our cells like pure water best of all. To stay fit and healthy, children who are five or six years old need to drink about five glasses of water every day. We need more water when it is hot, or when we have been exercising. Water is much better for us than juice or sugary drinks.

Discussion questions:

What is a 'liquid'?

Can you think of some liquids inside your body?

Where does the food go after we swallow it?

Why do we need to drink?

Which is the healthiest drink?

How much water should we drink?

When might we need to drink more water?

Research cards: Healthy Food Choices

Thinking skills: Healthy Food

NEW START stands for:

- **Nutrients** – are the parts of food that makes us grow, and stay healthy. Only healthy foods do this.
- **Exercise** – at least half an hour every day
- **Water** – 6 glasses a day, (not fruit juice or fizzy drink)
- **Sunlight** – for vitamin D for strong bones.
- **Toxin-free** – avoid artificial food additives and avoid toxic chemicals in the environment
- **Air** – get fresh air every day
- **Rest** – don't stay up late
- **Think happy thoughts and trust in God**



Some definitions

Natural food: Also called 'unprocessed food'. These are foods directly from nature, such as fruit, vegetables, nuts, meat, fish and eggs. Some dried or tinned foods can be classified as natural foods if they do not have food additives, e.g. dried beans, lentils, rice, butter, milk, tinned tomatoes.

Fast food: Convenience food from outlets. Ready-to-eat foods such as hamburgers, hot dogs, fried chicken and chips. These have some nutritional value but contain ingredients that are not good for our health. Should be eaten rarely.

Food additives: Chemicals added to give artificial colour or flavour, or to preserve the food.

Processed food: These are foods that are changed from their natural state and sold in packets, cartons and cans. Some have nutritional value. Some have additives. Food labels should be checked and assessed for health benefits.

Junk food: food with no nutritional value and food that may be bad for our health. These include sweets, sugary foods, savoury snacks such as potato crisps, and soft drinks or imitation fruit drinks. Should be consumed rarely.

Values education Year 1

God is Wise

Making wise choices

To be wise is to know the right thing to do. It is more than being clever. It is knowing how to make the best decision. God is wiser than anyone in the whole universe. He tells us how to make good choices in the Bible.

Making wise choices means...

- knowing the right thing to do, and doing it
- listening to people who are more experienced than we are
- listening to parents and teachers, and doing what they say
- doing what Jesus would do

Activity

Have a selection of foods that are healthy and junk foods.

Ask some volunteers to come up and make a wise choice of food for a healthy lunch.

Discussion

What other choices can we make as well as choices of food? E.g.

- what to watch on TV
- what games to play
- what words to choose when we speak (kind or not so kind)
- whether to help or not to help
- what clothes to wear on the week-end
- whether to allow others to play with your toys or not

What does the Bible say about making wise decisions?

Proverbs 3:5-6 Trust in the Lord with all your heart and ask God to show you the right way.

Art Year 1

God is Wise

Healthy food choices

Biblical connection: We are thankful to God for the healthy food He has provided through His Creation. We choose healthy food so that we can grow strong and healthy.

Bible art as a wall display: “So whether you eat or drink or whatever you do, do it all for the glory of God.” 1 Corinthians 10:31 (Students can draw healthy food items to cut out and surround the text.)

1. Drawing fruits and vegetables

Ask students to:

Observe and the shapes of fruits and vegetables. Show them cross-sections of fruits that show circle-shapes, (e.g. oranges, cucumber). Cut watermelon in triangles, cubes or squares.

Discuss the shapes of the whole fruit – ball shaped, football shaped, pear shaped.

Discuss shapes of the segments of citrus fruits.

Draw fruits and vegetables, thinking about these shapes.

2. Drawing a healthy food table


Draw a ‘birds-eye-view’ of a table of healthy food.

3. Drawing and painting

Ask students to draw cross-sections of fruits and vegetables with crayon or oil pastel. They should show the seeds inside, e.g. watermelon. Then paint inside the shapes with a thin wash paint using the appropriate colours.

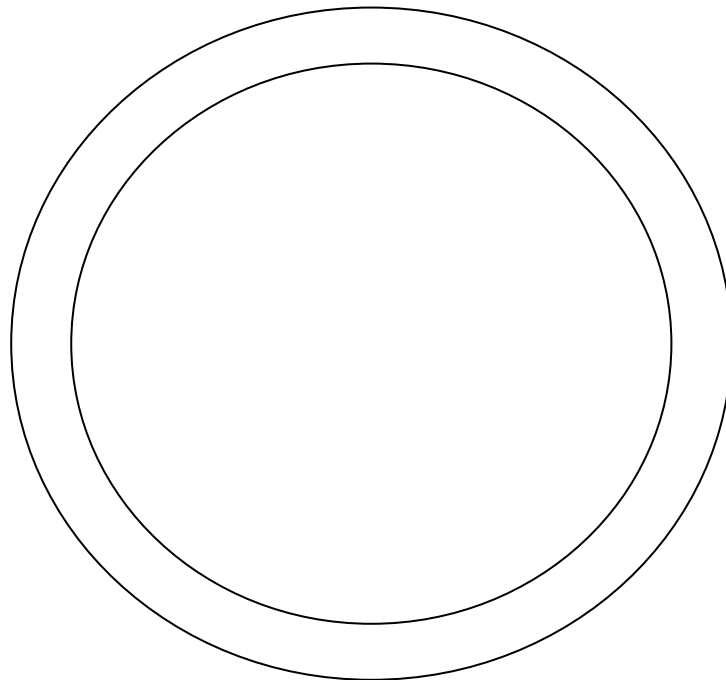
4. Painting

Ask students to mime some food activities, e.g. eating hot curry; eating an ice block; eating something sour; eating something delicious. Then paint some favourite foods, or food experiences.

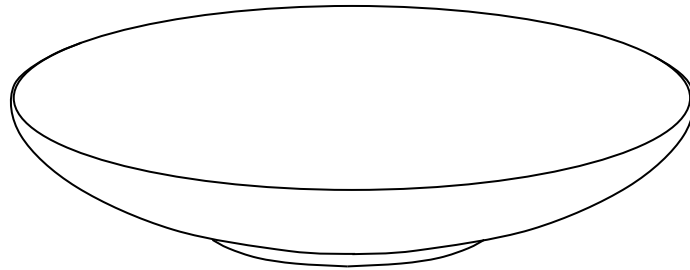
<p>Healthy food 1</p> <p>Draw one of your favourite foods.</p> <p>Now invent a healthier version of this food.</p>	<p>Healthy food 2</p> <p>What if you could only eat chocolate, because no other food is available.</p> <p>What would be the consequences?</p> <p>Give 3 suggestions.</p>
<p>Healthy food 3</p> <p>Work out 3 different ways in which this picture could remind us of healthy food.</p> 	<p>Healthy food 4</p> <p>Brainstorm 5 different types of healthy food that taste delicious.</p>
<p>Healthy food 5</p> <p>The answer is “healthy food”.</p> <p>Give 5 questions.</p>	<p>Healthy food 6</p> <p>Think of a healthy food that most children do not like.</p> <p>Think of 3 ways to make the food taste better, but still healthy.</p>

Healthy Food Choices

Here are two friends. They only eat healthy food.

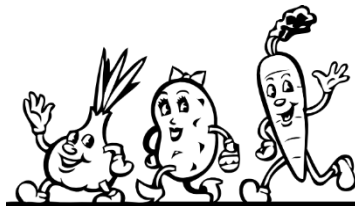
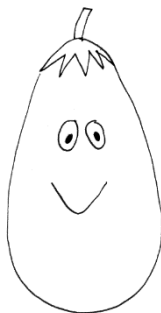
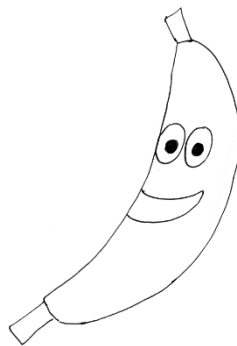
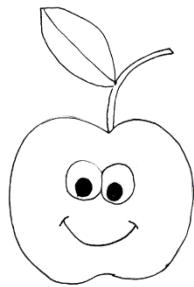


Draw your favourite fruits in the fruit bowl.



Draw your favourite vegetables on this plate.

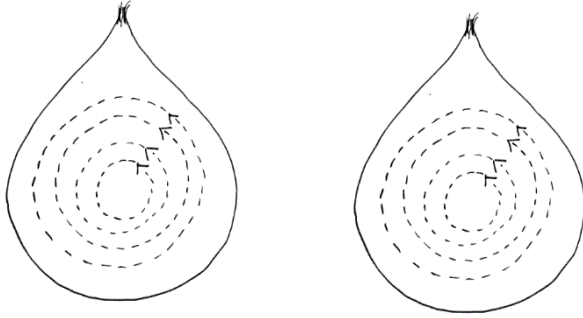
Draw some fruits and vegetables and make them into characters. Give them names, e.g. Crunchy Carrot.



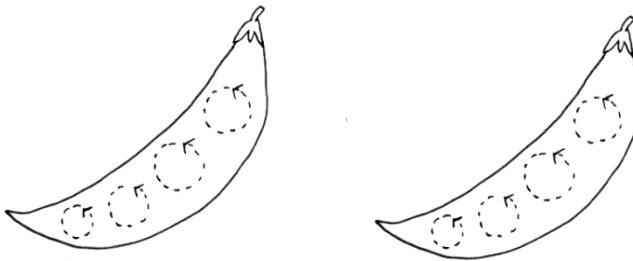
Veggie writing patterns

Start at the right places when writing the letter O.

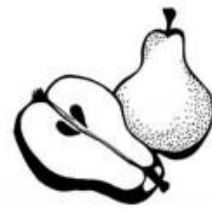
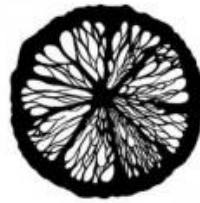
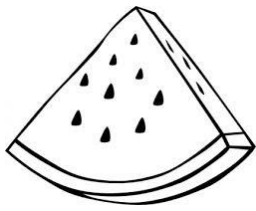
This onion has been cut in half. Finish drawing the circles. Draw some more.



Finish drawing the peas the pods. Draw 3 more.



Draw your favourite healthy foods.



Draw only the healthy foods and drinks.

