



Food Education Standard 6: We can make positive and informed food choices.

Food Journal

Grade Levels & Subjects: Early Childhood and K - 2 English Language Arts

Learning + Food Objectives:

Students will learn how we can make positive and informed food choices by tracking what they eat at school and deciding if the food is good for their bodies.

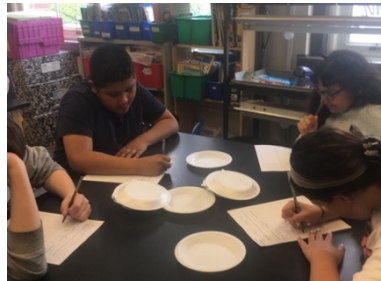
Common Core Standards:

Common Core English Language Arts

Writing explanation about food choices

CCSS.ELA-LITERACY.W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.



MATERIALS NEEDED

- Posterboard or online platform
- Student Worksheet (Attached below)

CLASSROOM PROCEDURE

INTRODUCTION (15 minutes)

1. Explain to students that today they will be thinking about the foods they eat and if they are good for their bodies.
2. Ask students to explain what kinds of foods are good for their bodies and give examples. Teacher can guide conversation toward the idea that foods that are "whole" (or foods that don't have anything added to them) are the best for their bodies.
 - a. Examples:
 - Whole Foods – fruits, vegetables, grilled meat, whole grains, nuts, eggs (all these exist in nature!)
 - Processed Foods – cereals, bread, salami, canned vegetables, cheese, yogurt, milk, crackers
3. Ask students to explain what kinds of foods are not so good for their bodies and give examples. Teacher can guide conversation toward the idea that foods that are "processed" (or foods that have been changed from how they were grown/raised) are not so good for their bodies.

4. Create a list of foods that are 😊 (good for their bodies), 😐 (not good or bad for their bodies) or ☹️ (not so good for their bodies) on a poster or online platform during the lesson.

INSTRUCTION (20 minutes)

1. Explain to students that they will be writing/drawing pictures of what they eat at school for the next two days (or up to teacher discretion) and deciding if the food was good for their bodies or not so good for their bodies.
2. Review the student worksheet where students will be tracking their foods. Remind students of what they defined as foods good for their bodies and not so good for the bodies.
3. Give time after breakfast, snack, and lunch for students to draw or write the foods they ate or drank and to color in the 😊 if the food was good for their body, 😐 not good or bad for their bodies and ☹️ if the food was not so good for their body.
4. After students have completed their food journal, ask students to complete the reflection sentence starter.
5. Have students share with a neighbor or small group about how they can eat more foods that are good for their bodies.

CLOSING (teacher discretion)

1. Teacher can lead class discussion by asking questions such as:
 - a) What is your favorite food to eat that is good for your body?
 - b) How did you feel when you ate foods that were good for your body?
 - c) How can we eat more foods that are good for our bodies?

ADDITIONAL RESOURCES

- Videos that introduce how to eat healthy:
 - "Healthy Eating: An introduction for children aged 5-11" by Eat Happy Project - <https://www.youtube.com/watch?v=mMHVEFWNLMc>
 - "Healthy Eating for Kids" by Smile and Learn - <https://www.youtube.com/watch?v=a-084pqI05U>

The student worksheet below can be printed or copied onto any online learning platform.



















Food Journal



Depending on the level of the student, this activity can be completed independently, with the help of someone else, or questions could be answered orally to show understanding.



















Answers can be written using words or drawings.

Day 1

	Draw or write food	Is this food good for my body?	Did I like it?
Breakfast		  	  
Snack		  	  
Lunch		  	  

Day 2



	Draw or write food	Is this food good for my body?	Did I like it?
Breakfast		  	  
Snack		  	  
Lunch		  	  

I can eat more foods that are good for my body by eating _____



Draw a picture of food on the plate below that make our bodies feel good and that we like.

