

Name: Mindful eating and Factors that Influence Food Choices DAY 1	Grade(s):6	Time needed:50 minutes
Curriculum Area(s): Health and Physical Education	Date: TBD	
Lesson Topic:  Mindful Eating & Factors That Influence Food Choices – DAY 1	<p><b>Prior learning:</b> Students have a basic understanding of healthy eating, nutrition labels, and food groups. This lesson expands their knowledge by exploring why people make specific food choices and how emotions, self-awareness, and social influences affect eating behaviors.</p> <p>This is day 1 of a 2 day lesson plan for healthy eating</p>	

<p><b>Overall Expectation(s)</b></p> <p><b>D2. Making Healthy Choices</b> demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being</p> <p><b>A1. Social-Emotional Learning Skills:</b> apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.</p>	<p><b>Learning Goals</b></p> <ul style="list-style-type: none"> <li>• We are learning to analyze how different factors (medical, emotional, practical, societal) influence food choices</li> <li>• We are learning to identify and manage emotions related to eating habits</li> <li>• We are learning to recognize and respect diverse cultural influences on food practices</li> </ul>
<p><b>Related Specific Expectation(s)</b></p> <p><b>D2.1</b> - Apply knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices</p> <p><b>A1.1</b> - Apply skills that help identify and manage emotions in health education experiences to express feelings and understand others</p> <p><b>A1.3</b> - Apply skills that develop habits of mind supporting positive motivation and perseverance to promote optimism and hope</p>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• I can identify and explain how at least three different factors influence personal and others' food choices</li> <li>• I can connect emotions to eating habits using specific examples from my experience</li> <li>• I can demonstrate understanding of diverse food practices by respectfully discussing cultural and traditional food choices</li> </ul>

<p><b>Equity, Diversity, Inclusion, and Indigenization:</b></p> <ul style="list-style-type: none"> <li>• This lesson acknowledges and respects diverse eating habits and cultural influences by:</li> <li>• Including cultural and religious food choices (e.g., halal, vegetarian, locally grown food).</li> <li>• Discussing food accessibility and affordability in different communities.</li> <li>• Encouraging self-reflection on personal emotions and social influences on eating.</li> <li>• Creating a non-judgmental space for students to explore their own eating habits.</li> </ul>
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<ul style="list-style-type: none"> <li>• Having a worksheet where names of children of different genders and cultures are reflected</li> <li>• Discuss how cultures (including indigenous cultures) view foods differently. Discuss importance of traditional foods (indigenous, cultural, halal, kosher etc.)</li> </ul>			
<b>Safety</b>  Foster a safe and supportive discussion environment where students can talk openly without judgment.	<b>Sources</b>  <i>Ontario Health &amp; Physical Education Curriculum (2019)</i> <a href="https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-health-and-physical-education/grades/grade-6/healthy-living/making-healthy-choices">https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-health-and-physical-education/grades/grade-6/healthy-living/making-healthy-choices</a>  <i>Canada's Food Guide (website last modified Feb 6, 2025)</i> <a href="https://food-guide.canada.ca/en/">https://food-guide.canada.ca/en/</a>	<b>Considerations for Differentiation and Modifications</b> <ul style="list-style-type: none"> <li>• English Language Learners (ELLs): Provide visuals and sentence stems to help with discussion.</li> <li>• Students with Learning Differences: This lesson provides opportunity for oral rather than written responses for reflections.</li> <li>• Learning is done in groups</li> </ul>	
	<b>Lesson Outline</b>	<b>Assessment</b>	<b>Materials</b>
Est. Time  10	<b>Minds on: Getting Started</b> <ul style="list-style-type: none"> <li>• Question: "What influences what we eat and drink?"</li> <li>• THINK-PAIR-SHARE Students write 3-5 influences on sticky notes (e.g., "I eat pizza because I love it," "My family eats vegetarian meals," etc.).</li> <li>• As a class, categorize responses into Medical, Emotional, Practical, or Societal influences.</li> </ul> Indigenization: "How do different cultures, including Indigenous communities, view food as more than just nutrition?"	<b>Assessment for learning:</b>  Observation: Monitor students' prior knowledge through their sticky note responses. Look for variety in influences (medical, emotional, societal, practical).  Questioning: Ask probing questions to identify misconceptions, such as:  "Why do you think cost affects food choices?" "How might emotions influence what you eat?"	<ul style="list-style-type: none"> <li>• Chart paper &amp; markers</li> <li>• Sticky notes</li> </ul>

## Standard Lesson Plan

Est. Time  30	<p><b>Action: Working On It</b></p> <p><b>Small Group Sorting Task (3 students):</b></p> <p>Use worksheet 1: Food Choice influences. Group reads each scenario and circles the type of influence (medical, emotional, practical or societal) and they discuss their answers in their group</p> <p><b>Whole Class Discussion</b></p> <p>Groups share their answers and explanations. There are a few options that could be in more than one category, which allows for a deeper discussion</p> <p>Link discussions to A1.1 (Emotions) and A1.4 (Relationships) by asking:</p> <ul style="list-style-type: none"> <li>• How do emotions impact our food choices?</li> <li>• How do friends, family, and social media affect what we eat?</li> </ul>	<p><b>Assessment for Learning:</b></p> <p>Anecdotal Notes: Record student participation and reasoning skills during discussions. Identify students who may need additional support in understanding influences.</p>	Worksheet 1: Food Choice Influences (Sorting Activity)
Est. Time  10	<p><b>Consolidation: Reflecting &amp; Connecting</b></p> <p><b>Reflection Exit Ticket (Assessment of learning)</b></p> <ul style="list-style-type: none"> <li>• How do emotions influence your food choices?</li> <li>• What is one new thing you learned about what affects how you eat and drink?</li> </ul>	<p><b>Evaluation Criteria:</b></p> <p>Check for: Ability to connect emotions and eating habits.</p> <p><b>Assessment OF learning - D2.1:</b> Apply knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices</p>	<p>Exit Ticket handout.</p> <p>Handout is also available on google classroom for students who need computer assistance for written work as per their IEP. Alternatively, students can present their answer verbally.</p>
	<p><b>Reflecting after the lesson</b></p> <p><i>What worked? What did not go as expected? What would you change (e.g. EDII strategies, pedagogy, classroom management, the activity, etc.) What would you suggest as next steps as an extension for the learning?</i></p> <p><i>This lesson has not yet been taught. This will be updated after the lesson has been given to the class.</i></p>		

Revised 2023

GROUP MEMBER NAMES: .....

# FOOD CHOICE INFLUENCES

## HEALTHY EATING

**Read each scenario below. Decide if the food choice is influenced by Medical, Emotional, Practical, or Societal factors.**

M= Medical   E= Emotional   P=Practical   S= Societal

	Samir is allergic to peanuts, so he avoids peanut butter.
	Lena eats chocolate when she is feeling stressed.
	Carlos eats tacos every Tuesday as part of a family tradition.
	Nina wants to buy more fruits and vegetables, but they're expensive.
	Robyn sees a commercial for a new type of sugary cereal and asks their parents to buy it.
	Ava's school has a policy that only allows healthy snacks in the cafeteria.
	Ethan's family chooses to eat plant-based foods to reduce their environmental impact.
	Camille avoids eating too much sugar because her dentist told her it can cause cavities.
	Arjun eats a large meal before his cricket match to make sure he has enough energy.
	Malik's family follows a halal diet based on their religious beliefs.
	Maya buys a meal from the drive-thru because she is in a rush.
	Jaxon eats an entire bag of twizzlers as a reward after receiving a great report card.

NAME: .....

# FOOD CHOICE INFLUENCES

## EXIT TICKET

Please answer the questions below to the best of your abilities

*How do emotions influence your food choices?*

*What is one new thing you learned about what affects how you eat and drink?*

YOUR NAME:

# Spider Diagram of Emotional Eating

In each circle, write foods that you typically eat or crave when experiencing each emotion. Consider what and why you eat during these feelings. It's okay if you cannot fill all the circles. You can also add extra circles if you have a larger list of foods.

