

Eating Habits and Food Choices

Activity

Resource: Wallet Wellness

Grade(s): 4 5 6

Division(s): Junior

Cross-Curricular Expectations

H&PE

A1. Social-Emotional Learning (SEL) Skills, D1. Understanding Health Concepts, D2. Making Healthy Choices, D3. Making Connections for Healthy Living

Mathematics (Social-Emotional Learning Skills)

A1. Social-Emotional Learning (SEL) Skills and the Mathematical Processes: Apply, to the best of their ability, a variety of social-emotional learning skills to support their use of mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

Mathematics-(Number Sense and Numeration)

Number Sense and Numeration (Grades 4-6):

Grade 4:

- B1 Whole numbers
 - B1.1 read, represent, compose, and decompose whole numbers up to and including 10 000, using appropriate tools and strategies, and describe various ways they are used in everyday life
 - B1.2 compare and order whole numbers up to and including 10 000, in various contexts
 - B1.3 round whole numbers to the nearest ten, hundred, or thousand, in various contexts

- B1 Fractions and Decimals: B1.7 read, represent, compare, and order decimal tenths, in various contexts

Grade 5:

- B1 Whole numbers
 - B1.1 read, represent, compose, and decompose whole numbers up to and including 100 000, using appropriate tools and strategies, and describe various ways they are used in everyday life
 - B1.2 compare and order whole numbers up to and including 100 000, in various contexts
- B1 Fractions, Decimals, and Percents
 - B1.5 read, represent, compare, and order decimal numbers up to hundredths, in various contexts
 - B1.6 round decimal numbers to the nearest tenth, in various contexts

Grade 6:

- B1 Rational Numbers: B1.1 read and represent whole numbers up to and including one million, using appropriate tools and strategies, and describe various ways they are used in everyday life
- B1 Fractions, Decimals, and Percents: B1.4 read, represent, compare, and order decimal numbers up to thousandths, in various contexts

Mathematics (Financial Literacy)

- F1.4 Financial Management (Gr.4): explain the relationship between spending and saving, and describe how spending and saving-behaviours-may differ from one person to another
- F1.5 Consumer and Civic Awareness (Gr. 4, Gr. 5):
 - Gr. 4: describe some ways of determining whether something is reasonably priced and therefore a good purchase
 - Gr. 5: calculate-unit rates-for various-goods and services, and identify which rates offer the best value
- F1.2 Money Concepts (Gr.5): estimate and calculate the cost of-transactions-involving multiple items priced in dollars and cents, including sales tax, using various strategies

Language

- Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences
- Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features and elements of style associated with various text forms and genres

Activity Description

Students use comparison shopping techniques to make purchasing decisions about food choices. The focus is on justifying their choices financially.

Learning Goals

I can make purchasing decisions by using comparison shopping techniques and justifying my choices.

Materials

- Chart Paper
- Local Flyers
- Markers
- Online Flyers
- [Shopping Chart \(PDF\)](#)

Key Concepts

- Being a savvy consumer
- Decision-making
- Making informed choices

Prior Knowledge and Skills

- Comparison shopping
- How to calculate discounts and unit rates
- How to use charts to compare ideas
- Influences on eating habits and food choices

Minds On

- Students work in groups to create a list of foods they would purchase for different situations (e.g., snacks for midday fuel, “on-the-go” foods, foods for a celebration or party). Lead a large group discussion about factors that might influence an individual’s eating habits and food choices in different situations (e.g., time, availability, cost, cooking supplies, the situation).
- In their groups, have students decide on 2-3 food choices to focus on for comparison shopping activity.

Action

- Introduce the comparison Shopping Chart (refer to Materials). Review the chart to ensure that students understand what is asked of them in each category. Provide groups with various flyers (print and online). Have students look at unit price, discounts, and savings.
- Ask students to write their 2-3 food choices on their comparison Shopping Chart using at least 2-3 local and online flyers to complete the activity.

Consolidation

- Lead a sharing session by completing a class chart using a few food choices and the information gathered by groups.
- Have the class analyze and evaluate the chart to decide which choice makes sense for each item by justifying choices based on the findings.

Debrief

- After comparing, analyzing and evaluating the information on your comparison Shopping Chart, where did you purchase each food item? Justify your decision.
- Was there anything you were surprised to find as you completed this task? Explain.