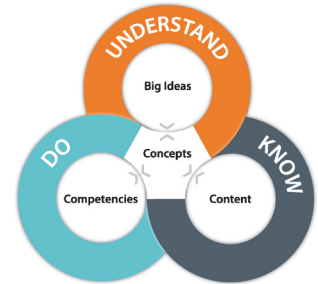


Class Market

Making healthy eating choices is an important life skill that children can begin developing at a young age. Learning how to use and make decisions about money is another skill that can be fun and useful to develop.

In this lesson students learn about multiple food groups, identify a balanced and healthy meal, and “buy” the foods they want to eat at a “market.” Students also practice making decisions about money and learn from each other while discussing the outcomes of their choices.

Note: We recognize that children have limited control over the food they have access to and that some may not know the difference between healthy and unhealthy food. (Then again even experts don’t always agree!) To prevent awkwardness or hurt feelings, try to keep the lesson light and fun.



Instructional strategies

1. Introduce the concept of “healthy eating” by asking students what they already know about it. Ask them to offer examples. Write the examples on the board (even if they’re not very healthy) and ask if they see any patterns among them (food categories). Then write the food categories on the board. If desired, use the recently updated Canada Food Guide poster to further the discussion: <https://www.canada.ca/content/dam/hc-sc/documents/services/publications/food-nutrition/educational-poster/26-18-2158-Poster-ENG-web-final.pdf>.

Note: For older students, you may want to walk through some of the 11 key considerations promoted in the new food guide. See [Key Considerations of the Canada Food Guide handout](#) at the end of this document.

2. Host a class discussion about healthy eating (or have students work in small groups), using the questions below:
 - a. What do you think it means to “Eat well. Live well.”?
 - b. Is eating a balanced, healthy diet important? Why or why not?
 - c. Do you think it’s important to eat with others? Why or why not?
 - d. What are some times when you eat with other people? Do you like eating with others? Why or why not?
 - e. If using the Canada Food Guide, ask: Which parts of the guide are you already doing? Are there any you might like to add to your daily routine? Explain.



3. Get students to help you set up a 'food market' in the classroom, using photos of different foods placed around the room, with prices attached to each one. (If desired, use the [Class Market handouts](#).) Be sure to have healthy and unhealthy foods available in the market. Tell students they will each get \$10.00 in play money (or virtual money) to take to the market. Explain that their task is to make a healthy, balanced lunch using the information they learned about healthy meals.
4. Before inviting students to visit the market, set up a special 'market stand' featuring a dice game. Explain the game rules: Playing the game costs \$5.00. Students get to roll a die three times. If in those three rolls they land on a 5, they win \$10.00. If they do not land on a 5 in three rolls, they lose.
5. If desired, you might want to prepare students to visit the market by practicing math and creating money equations for them to solve. You may even want to make their market experience more challenging or exciting by changing the rules to the dice game. Here are some examples:
 - The game costs \$5 to play. If the student wins, they get their \$5 back and an additional \$10. They would then have a total of \$20 to use in the market to make their lunch. If they lose the game, they do not win any money and do not get their \$5 back (and therefore only have \$5 left).
 - The prize of the game is a delicious, large, healthy feast that also includes a small treat. They give all their money to play the game (\$10). If they win, they do not get any money back but they get the feast meal. If they lose, they get only \$3 back and have to buy their whole lunch for only \$3 in the market.
6. Invite students to go to the market and make their healthy lunch, paying attention to how much money they have (or could have if they decide to play the dice game). You might want to ask students to keep track of what food they "bought" and what money they have used or have left by writing it down in a notebook or on a sheet of paper that they carry around with them.
7. After giving students time in the market, bring the class back together for a discussion about the experience. Here are some questions you may want to include:
 - a. What foods did you choose? Why?
 - b. How did you make decisions about what to buy?
 - c. If some students played the dice game, ask:
 - i. How did you feel playing the game?
 - ii. Was playing for more money worth the risk? Why or why not?

Note: If some students decided to partner up to share their money and increase their chances of winning the game, ask them why they did so and what they thought the possible outcomes would be. If students did not come up with this idea on their own, ask them if it is something they might do if they had a chance to go to the market again. Invite them to explain their answers.



Gambling literacy

Big ideas

- ✓ Gambling can be a fun recreational activity but can also lead to significant harm
- ✓ As humans, both individually and as communities, we need to learn how to manage gambling in our midst
- ✓ We can learn how to control gambling by examining the different ways people have thought about it, engaging in critical self-reflection and listening to each other

Competencies

- ✓ Assess the complex ways in which gambling is linked to human culture and impacts the health and wellbeing of individuals, families, communities and societies
- ✓ Explore and appreciate the diverse cognitive, social, emotional and physical factors that impact gambling behaviour
- ✓ Develop personal and social skills to reflect on and manage personal behaviour and choices related to gambling

For a complete look at the gambling literacy competencies, as defined by the Canadian Institute for Substance Use Research, see: <https://www.uvic.ca/research/centres/cisur/assets/docs/iminds/hs-gambling-curriculum.pdf>

Links to curriculum

First Peoples' principles of learning

- ✓ Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors

- ✓ Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
- ✓ Learning involves recognizing the consequences of one's actions

Math 1/2/3

Big ideas

- ✓ Addition and subtraction with numbers to 10 can be modelled concretely, pictorially, and symbolically to develop computational fluency
- ✓ Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value
- ✓ Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing

Competencies

- ✓ Connecting mathematical concepts to each other and to other areas and personal interests
- ✓ Develop mental math strategies and abilities to make sense of quantities
- ✓ Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
- ✓ Explain and justify mathematical ideas and decisions
- ✓ Use reasoning to explore and make connections



PHE 1/2/3

Big ideas

- ✓ Knowing about our bodies and making healthy choices helps us look after ourselves
- ✓ Adopting healthy personal practices and safety strategies protects ourselves and others
- ✓ Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships
- ✓ Good health comprises physical, mental, and emotional well-being
- ✓ Our physical, emotional, and mental health are interconnected

Competencies

- ✓ Identify and explore a variety of foods and describe how they contribute to health
- ✓ Identify opportunities to make choices that contribute to health and well-being
- ✓ Recognize basic health information from a variety of sources
- ✓ Develop and demonstrate respectful behaviour when participating in activities with others
- ✓ Explore strategies for making healthy eating choices
- ✓ Explore and describe strategies for making healthy eating choices in a variety of settings
- ✓ Explore and describe strategies for pursuing personal healthy-living goals

This resource was developed by the **Canadian Institute for Substance Use Research** with funding provided by the **BC Responsible & Problem Gambling Program**. Any views expressed herein are those of the authors and do not necessarily represent the views of the BC Responsible & Problem Gambling Program or the Canadian Institute for Substance Use Research.



Key Considerations of the Canada Food Guide

According to the recently updated Canada Food Guide, there are 11 key considerations and an overall goal to “eat a variety of healthy foods each day.” Four of these considerations are directly related to the food on our plates, and seven relate to how we eat our food. Maintaining a balanced, healthy diet can help make us feel good, reduce our risk of certain diseases (such as cancers, heart disease, and type 2 diabetes), and improve our overall health. The Canada Food Guide is a great resource with many examples of healthy foods and recipes, excellent science-backed information, and tricks for better eating habits, among other things.

1. Eat lots of vegetables and fruits (about $\frac{1}{2}$ your plate’s worth).
2. Eat protein foods ($\frac{1}{4}$ of plate). Examples include eggs; lean meats and poultry; nuts and seeds; fish and shellfish; lower fat dairy products; beans, peas, and lentils; and soy products such as fortified soy beverages and tofu.
3. Choose whole grain foods ($\frac{1}{4}$ of plate). Examples include quinoa, and whole grain pastas, breads, oats, and brown or wild rice.
4. Choose water instead of other beverages.
5. Be mindful of our eating habits.
6. Cook often instead of buying already prepared food or eating at restaurants.
7. Enjoy the food we eat.
8. Eat with other people.
9. Use food labels.
10. Be aware of food marketing.
11. Limit foods that are highly processed, or high in saturated fat, sodium, or sugars. For example: sugary drinks, candies, and desserts; fast foods; frozen dinners; bakery products; and processed meats such as deli meats or sausages.



Vegetable Sticks
(carrots, cucumber, red pepper, celery) **\$4**



Vegetable Sticks and Dip
(carrots, cucumber, red pepper, celery, dip) **\$5**



Grapes

\$4



Apple

\$3



Banana

\$3



Orange

\$3



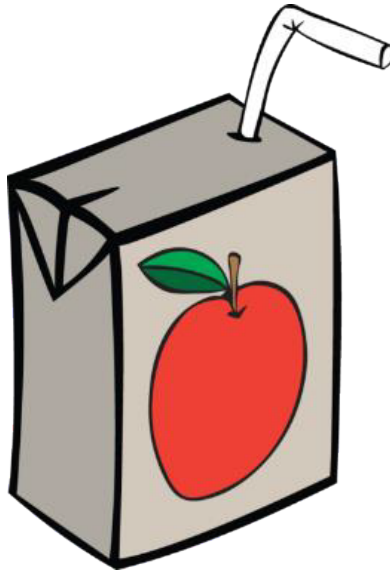
Chicken sandwich
(whole grain bread, lettuce, tomato, cheese)

\$6



Yogurt and fruit
(raspberries, blueberries, oranges, grapes).

\$4



Juice Box

\$3



Donuts

\$3



Chocolate

\$2



Chocolate Chip Muffin

\$3



**Hamburger and fries
(from a fast food restaurant)**

\$6



Candy Bag (30 candies)

\$3



Ice cream cone

\$4



Eggs (2)

\$3



Crackers, cheese, and apples

\$6



Granola bar

\$4



**Peanut butter and banana toast
(whole grain)**

\$5



Spaghetti and meatballs

\$7



Lentil or bean soup and avocado

\$6



Sushi

\$7



**Tuna fish sandwich
(whole grain bread, lettuce)**

\$6



**Pita and hummus
(chickpeas, whole grain)**

\$5



Tomato soup

\$5



Whole wheat pancakes with fruit

\$7



Salad (spinach, strawberries, cheese, nuts) \$5



Caesar salad and croutons \$5



**Chicken nuggets happy meal
(with fries, pop, and a toy)**

\$8

Gambling Station!

Pay \$5 and roll the die for a chance to win!

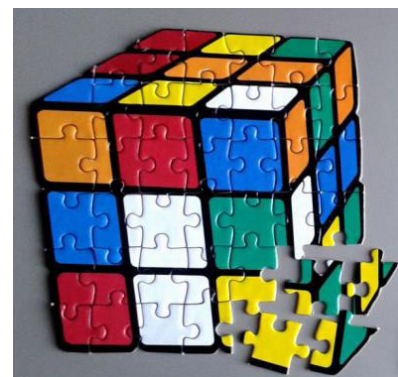


- If you roll a "5" in three rolls, you get your \$5 back and **win an extra \$10** to spend on lunch in the market!
- If you do not roll a "5" in three rolls, you **do not** get your money back or win any more money.

Grand Prize!

Pay \$10 and roll the die for a chance to win!

- If you roll a "5" in three rolls, you win this healthy, delicious meal!
- If you do not roll a "5" in three rolls, you do not win this lunch and you only get \$3 back to buy lunch.



Fruits (grapes, strawberries, blueberries, raspberries, kiwi, apples, oranges); Vegetables (carrots, cucumber, tomatoes, red peppers); Crackers; cheese; nacho chips; granola bar; Chocolate milk; juice; hummus; pita; Turkey roll ups; Cheestrings; eggs. **PLUS a soccer ball or puzzle!**